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ABSTRACT

This report describes a research project which (1) assessed personal-social barriers to female entry into non-traditional jobs, (2) developed a treatment program to assist women in overcoming those barriers, and (3) determined program impact. A project overview, the first of four major sections, precedes a survey on barriers (section 2). Following a literature reivew concentrating on the areas of stereotyping of occupations and barriers to women's entry, the methodology and results of the study are presented: population identification and selection (teachers, secretaries, and nurses who had considered but not pursued a male-dominated occupation), instrumentation, data tables, survey instrument efficiency, and deterent identification. Survey materials are appended. Section 3 presents an educational program with the topics: pursuing a non-traditional occupation, interference, career decision making, self-assessment, career requirements, planning for acquisition of job skills, job entry, and coping on the job. Designed for self-directed study or workshops, the course consists of eight units with objectives, text, exercises, and references. (All printed instructional materials are included.) The final section includes a literature review on the outcomes of related programs and analysis of assessment data on the program. Methodology and results are given, including population, pre- and post-testing, followup, program impact, and data tables. Evaluation instruments are appended. (YLB)

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Overcoming Personal-Social Barriers to Entry Into Non-Traditional Occupational Preparation Programs

A Final Report

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Department of Educational Leadership
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Hollie Thomas

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Project Director

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SECTION I:

PROJECT OVERVIEW

Introduction

There have been, in the past, many barriers within governmental, educational, and commercial institutions to male and female workers entering occupations that were considered appropriate only for the opposite sex. A body of recent federal legislation has been aimed at the removal of those institutional barriers so that any worker might enter the job for which (s)he is qualified, regardless of sex (e.g., Title IX of the Educational Amendements of 1972). In spite of federally mandated equal educational and occupational opportunity, however, it remains a fact that many occupations are still widely considered as appropriate only for men, and others, only for women.

Of primary concern here is the fact that women are still largely excluded from the higher-paying and more prestigious "male-intensive" occupations. Women workers seem to have been channeled into a very narrow range of jobs in this country, and one of the results is that the average woman worker who is employed full time can expect to earn 59¢ for every $1.00 earned by the average man who is employed full time (U. S. Department of Commerce, 1977). Put another way, the average salary for a full-time woman worker with a bachelor's degree is about the same as that for a man who is a high-school dropout (Association of American Colleges, 1977).

Legislative efforts to rectify this situation have not been effective in significantly increasing the proportion of women employed in non-traditional jobs. The implication of this lack of success would seem to be that other factors besides institutional barriers are still active in deterring women from entering jobs that have traditionally been done by men. A review of relevant literature and of existing programs designed to assist women in overcoming the barriers to entering non-traditional employment indicates that many personal-social barriers are at work helping to keep women in "women's jobs." Personal-social barriers which have been identified in the literature seem to center around such issues as role structure (e.g., Burlin, 1976; Smith, 1976); the attitudes of friends and family (e.g., CONSAD, 1976; Indiana State Board, 1977); and self-perceptions (e.g., Korman, 1967, 1970; Wertheimer & Nelson, 1977).

Women who have made some attempt to enter non-traditional occupations or training programs are likely to have encountered both institutional and personal-social barriers. Both of these sets of barriers have their roots in long-standing societal attitudes ascribing certain characteristics and roles to females and others to males. The process by which these attitudes are perpetuated is known as sex stereotyping, and it begins very early in the socialization of children. Research suggests that expectations of appropriate sex roles extend to the area of occupational selection (e.g., Looft, 1971), and that children learn as early as the second grade which occupations are considered appropriate for men and which for women (Siegel, 1973). These early perceptions tend to persist over time, and women, as adults, still tend to select "female" occupations (Scott, Fenske, & Maxey, 1974).

The major impact of this acceptance of traditional stereotypes on women's career development is a restriction of the number and kinds of occupations women choose. This phenomenon has been termed "occupational foreclosure" by Looft (1971) and "homogenization" by Bem and Bem (1973). The fact that women continue to select occupations from a very narrow range of options in spite of the removal of institutional barriers to occupational sex equity will attest to the persistence of the stereotypical attitudes found in the minds of women themselves.

When women repeatedly encounter barriers in their attempts to enter non-traditional occupations, they may come to believe that they are not capable of performing the tasks required by such occupations. This idea has been described as the "illusion of incompetence" (Langer, in press), and is a self-induced dependence by which individuals come to believe they lack the ability to perform even tasks they have successfully performed in the past.

Another concept also related to women's entry into non-traditional jobs is the "learned helplessness" paradigm described by Cohen, Rothbart, and Phillips (1976). This can occur when individuals repeatedly find that their attempts to achieve a goal are not being rewarded, and is experienced as the perception that rewards occur independent of one's actions. Thus, women might come to feel helpless in getting into any occupation other than those traditionally held by women.

This perception of control or lack of control is similarly expressed in Rotter's (1966) construct of internal-external (I-E) locus of control of reinforcement. I-E control is conceptualized as a continuum of individual differences which expresses the extent to which an individual believes that reinforcements occur as a consequence of one's behavior (internal) or as a function of impersonal factors like fate, luck, or chance (external). An external orientation would seem to have a suppressive effect on women's successful career development, since breaking out of traditional stereotypes would probably require a sense of control and the belief that one can influence one's own destiny. Thus, if a woman perceives that her occupational life is controlled by forces outside herself, she will probably lack the internal resources to overcome the barriers to making a free choice from the full range of career possibilities.

Programs that have been developed to help women eliminate the effects of sex bias and sex discrimination on educational and occupational opportunity share certain commonalities of purpose and approach to the problem. Five elements found in many programs to help women enter non-traditional jobs are these: 1) recruitment, 2) counseling, 3) training, 4) placement, and 5) follow-up. These elements would seem to bring women from the initial stage of interest in a non-traditional job to the final stage of adjusting to working at that job.

The recruitment phase is generally intended to attract women who may be interested in entering non-traditional jobs and to screen applicants in order to select those who are most likely to successfully complete the program. Counseling is used throughout most programs to help women make good career decisions and develop positive attributes like self-confidence and assertiveness. Training is particularly important for women entering non-traditional jobs because they are likely to have missed out on learning basic mechanical and mathematical skills which men routinely learn in the normal process of elementary and secondary education. Placement has taken the form of a dual effort, the more obvious thrust aimed at placing trained women in job openings. The second facet of the placement effort is largely a public relations effort intended to kindle awareness and favorable attitudes of the general public regarding women in non-traditional occupations. And the follow-up phase involves helping placements cope on the job and gathering information for future success in training and placement.

The scope of the experimental treatment program described in this report was limited to an area including parts of the recruitment and counseling phases outlined above. The scope of the research was to find out what personal-social barriers keep women out of non-traditional jobs, to design and apply a treatment program to assist women in overcoming those barriers, and to determine the impact of the treatment program on women. The treatment program differed from other established programs in a number of important ways. First, it was firmly grounded in career development theory, which views career choice as an ongoing process which is enhanced by knowledge of self and awareness of available careers. The model upon which the educational program was based was derived from developmental and self-concept frameworks of career choice theory (Ginzberg, Ginsberg, Axelrad, & Herma, 1951; Super, et al., 1963).

The second factor setting the present treatment apart from other programs is its emphasis on decision-making skills. It was felt that the ability to make good decisions was a prerequisite to successful career planning, and that without this ability any amount of career information would be of little real value to the program participants.

A final major difference between this educational program and others is the fact that it was based on data on the barriers women perceive and was evaluated as to the results of the program in terms of overcoming the barriers. In prior research, the processes by which the personal-social barriers have been identified have been somewhat less than scientific. Most of the programs dealing with barriers to women's entry into non-traditional occupations have been based upon what researchers and educators assume the barriers to be. Only a few studies have undertaken a structured survey of the barriers actually perceived by women who have encountered them (e.g., Indiana State Board, 1977; Smith, et al., 1977). Similarly, the evaluation that has been done on existing programs has produced little in the way of quantitative data with which to assess the effectiveness of the techniques used.

Thus, there seems to be a need not only for programs to help women overcome the barriers to entry into non-traditional jobs, but also for more hard data on what the barriers are and what techniques are effective in helping women overcome them. Lacking sound assessment data on past and present programs, any future programs in this area are likely to be bound by the same unknowns as their predecessors.

Statement of the Problem

The point of developing a treatment program to help women enter non-traditional occupational preparation programs -- in addition to the fact that equal opportunity is the law -- is to meet employers' claims that they would hire women if only they could meet the job qualifications and were available when needed (U. S. Department of Labor, Employment and Training Administration, 1978). Furthermore, women themselves have demonstrated a high degree of interest in entering occupational fields which have been traditionally been male-intensive, where information and access have been made available to them (e.g., Caughman, 1978; Cox, 1978; Lerner, et al., 1976).

The purpose of the present research, therefore, has been to determine whether a short-term educational program could be employed to help women overcome personal-social barriers that prevent them from entering non-traditional occupations and occupational preparation programs. The central question was whether the proposed educational program could enhance participants' acceptance of responsibility for overcoming barriers they encounter in preparing for and entering non-traditional occupations.

Objectives

In order to accomplish the purpose noted above, the following objectives were developed and were used to guide the development of the overall plan for this research.

1. To assess the non-institutional deterrents to entry by females into occupational preparation programs not usually associated with the female stereotype,

2. To select and/or develop appropriate treatment (educational) strategies and measurement instruments for enhancing the development of responsibility of women for entering non-traditional occupational preparation programs,

3. To deliver the treatment (educational program) to a sample of the target group, and

4. To assess the degree to which the objectives of the proposed research are accomplished.

Included in this report are discussions of the survey of barriers, the experimental program to overcome the barriers, and the evaluation of the effects of the treatment program. The progression of this report parallels the logical flow of the project from the survey on barriers, to the program to address those barriers, to the assessment of how well the program accomplished its objectives.

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SECTION II:

A STUDY OF BARRIERS

Introduction

Women attempting to enter careers and training programs traditionally dominated by men have generally encountered barriers which have effectively kept most women in "women's jobs." Despite attempts which have been made to eliminate institutional barriers to women entering non-traditional jobs, implemented via equal rights legislation, only a relatively small proportion of women workers are employed in blue-collar jobs (U. S. Department of Labor, 1975, p. 92). The vast majority of women in the labor force remain in the lower paid and/or less skilled areas such as service, health, education, and clerical occupations (Eliason, 1977; McCune, 1974; U. S. Department of Labor, 1975). This would seem to be an indication that there are other factors operating to exclude women from non-traditional occupations. These factors, i.e., personal and cultural barriers, may be more subtle and more difficult to change than the institutional barriers (Koontz, 1972; Lehmann, 1977).

Those women who have attempted to enter non-traditional occupations will most likely have encountered both institutional and personal barriers. The former include the customary exclusion of women from certain positions in government, industry, education, or other employment simply because that is the way "it has always been." The latter include attitudes communicated by family, friends, and associates indicating the impropriety of the inclusion of women in certain occupations.

Institutional barriers, as indicated above, are those which can be, and have been, addressed by legislation in attempts to equalize educational and occupational opportunities for men and women. Such barriers, like discriminatory hiring or promotion practices, are generally overt deterrents and can be dealt with via legislative policy. Personal-social barriers, on the other hand, tend to be more covert and subtle, and consequently much more difficult to overcome. Some common personal-social barriers represented in the literature center around such issues as roles (e.g., Burlin, 1976; Smith, 1976; and U. S. Department of Labor, 1977); attitudes of significant others (e.g., CONSAD, 1976; Indiana State Board, 1977; and Reubens and Reubens, 1977); and self-perceptions (e.g., Korman, 1967, 1970; Sedaka, 1975; and Wertheimer and Nelson, 1977).

Children seem to learn at an early age which roles are acceptable for females and which are not (e.g., Looft, 1971). The process of sex role stereotyping experienced by young children in our society is quite effective in teaching them very early which occupations are typically performed by males and which by females. And these perceptions tend to persist over time. It has been concluded that by the second grade, children have absorbed society's expectations of "sex appropriate" work, and to some extent are aware of their own sexual identity (Siegel, 1973). As noted by Scott, Fenske, and Maxey (1974), women tend to select "female" occupations, shift their occupational choices less than males and when shifts in occupational choices are made, the new occupations chosen are also traditionally female occupations.

One of the results this acceptance of traditional cultural stereotypes precipitates is a severe restriction of the kind of occupations females feel free to choose. In 1973, more than two-fifths of all women workers were employed in ten occupations -- secretary, salesperson, bookkeeper, private household worker, elementary school teacher, waitress, typist, cashier, sewer and stitcher, and registered nurse (U.S. Department of Labor, 1975, p. 91). Thus the questions becomes, "What prevents women from selecting and entering the usually higher paying male occupations?"

Women who have encountered barriers in attempting to enter a non-traditional occupation may begin to feel powerless to overcome the obstacles. When individuals repeatedly find that their attempts to achieve a goal are not being rewarded, they may experience a phenomenon described as "learned helplessness" (Cohen, Rothbart, and Phillips, 1976). This involves the perception that reinforcement occurs independent of individuals' actions, and thus they feel helpless in getting into any occupation that is different from those normally considered as being appropriate for women.

A concept closely related to the phenomenon of learned helplessness is the social learning construct of internal-external (I-E) locus of control (Rotter, 1966). I-E is conceptualized as a continuum of individual differences which refers to the extent to which an individual believes that reinforcements occur because of one's own behavior. On the internal end of the continuum, a person believes that the things that happen in life result from one's own actions, whereas on the external end, the individual believes that control of rewards is outside self, and that things happen because of fate or chance. Belief in one's own ability to have an effect on the career one will enter creates inequality in both access to training and employment as compared to those who feel they have a high degree of personal control over job preparation and acquisition. Because of the nature of society and the dual responsibilities of homemaking and career, the effect of the absence of belief in personal control in these domains is especially detrimental to females.

Statement of the Problem

The elimination of institutionalized deterrents to women's entry into traditionally male-dominated occupations has not had sufficient impact to achieve true equity of occupational opportunity. Higher paying and more prestigious jobs are still male-intensive (e.g., U.S. Department of Labor, 1977), and women workers are still clustered in relatively few occupations (e.g., Eliason, 1977). Probable causes of these conditions suggested by the review of literature include the unwillingness of many females to break out of the female sex-role stereotype and the inability (helplessness) of others to overcome the psychological and sociological barriers they encounter when they deviate from established social norms. While it may be true that many women would still select traditional "women's careers" even if all sex discrimination were removed (Mitchell, 1975), a substantial percentage of women would choose non-traditional employment if they were able to overcome the barriers they perceive (Cox, 1978).

The problem addressed by the present research is the fact that women who would like to enter non-traditional occupations are often deterred from doing so by personal/social barriers. There is a moderately large body of literature on barriers to women entering higher education, vocational education programs, and non-traditional occupations. But only a handful of researchers (e.g., Christman, cited in "What Barriers", 1976; Indiana State Board, 1977; and Smith, 1976, 1977) have actually utilized a formal survey instrument to obtain quantifiable data on the barriers to women entering non-traditional occupations. The vast majority have based their studies and projects on what researchers, educators, and counselors assume the barriers to be. In contrast, the present research asked women, rather than told them, what the barriers to entering non-traditional occupations are. The purpose of identifying these barriers was to enable the researchers to develop an experimental treatment program to help women overcome them.

Review of Literature

The traditional concept that the world of work is essentially a male domain and the world of home a female domain continues to be perpetuated by vocational education (Allen, Hope, and Thompson, 1976). While the legal barriers may be down, women who aspire to enter non-traditional occupational preparation programs are typically faced with deterrents posed by administrators and trainers involved with such programs (Ahrons, 1976).

The employment policy of the nation is clearly to eliminate sex bias and sex role stereotyping in both employment and preparation for employment (e.g., Title IX of the Education Amendments of 1972). The enactment of the Federal legislation is facilitating the removal of written educational and employment policies that exclude women from enrolling in occupational preparation programs and obtaining employment in occupations usually considered to be "for males only." But changing the admission and employment policies does not remove all the barriers that a female will encounter if she aspires to a non-traditional career. As noted by Ahrons (1976), a female who does dare to express non-traditional occupational aspirations to a school counselor (or other school personnel) is likely to be deterred by the counselor's reflection of his/her own values. The consequences of deviating from stereotypically feminine occupations and other factors perceived as being deterrents to females enrolling in preparation programs for non-traditional occupations are sufficiently aversive to keep the vast majority of women in "women's jobs" (U.S. Department of Labor, 1975, p. 92).

Research by Ekstrom (1972) and Westervelt (1975) has shown barriers to full participation by women to be categorized into three distinct areas: institutional, situational, and dispositional. Briefly, Ekstrom defined institutional barriers as those concerning admission policy, financial aid practices, institutional regulations, and staff attitudes. Situational barriers involved family responsibilities, financial need, and societal pressures. The dispositional barriers are those such as fear of failure, attitude toward intellectual activity, role preference, level of aspiration, dependence, and inferiority feelings. These barriers can be classified under the broad general heading of stereotyping of roles and occupations and are thus considered to be non-institutional deterrents.

This review will concentrate upon two areas of the research concerning women in non-traditional occupations: 1) stereotyping of occupations, and 2) barriers to women's entry into non-traditional careers. In the section on stereotyping of occupations, such theoretical issues as women's occupational self-perceptions, the learned helplessness paradigm, and locus of control of reinforcement will be discussed. The section on barriers will include a summary of the commonalities found in the literature on barriers to women entering non-traditional careers.

Stereotyping of Occupations

Perceptions of stereotypic occupations for females as well as males develop at an early age and are persistent (Looft, 1971a). Siegel (1973) concluded that "It is as if by the second grade, children have absorbed the societal expectations of sex appropriate work, are aware of their own sexual identity at some level, and have selected the traditional cultural stereotype." Vondracek and Kirchner (1974) found that both males and females could project into the vocational future. Such projections were found to be different for males and females, with females indicating the adult role of parent more often than males. Smith (1975) also pointed out that when teenagers describe themselves as adults, boys often describe themselves at ages forty or fifty, at the peak of their careers. Girls project only to age twenty-four or twenty-five. Females also concentrate their career choices in a much narrower range than males, usually selecting occupations that fall into the health service, clerical or teaching areas (Hawley, 1971; Looft, 1971a; Looft, 1971b; Prediger, Roth, and Noeth, 1975; Siegel, 1973; Tibbetts, 1975; and Vondracek and Kirchner, 1974).

Males and females seem to make different kinds and numbers of choices among available options. With regard to the numbers of choices made by males and females, Scott, Fenske, and Maxey (1974) reported that 56% of the males and 45% of the females in their sample changed jobs during the 18 month period studied. The range of jobs selected by females is also much narrower than that selected by males. In her research with second graders, Siegel (1973, p. 15) reported that almost 70% of the girls selected either nurse or teacher as preferred occupations, while the 32 boys chose 20 different occupations.

Occupational self-perceptions. In addition to the narrower range of occupations, termed "occupational foreclosure" by Looft (1971a), females, when questioned about what they really think they will do as adults, choose an even more restricted range of occupations and regress into parental or traditional roles more than do their male counterparts (Berman, 1972; Looft, 1971b; Rapoza and Blocher, 1976; and Vondracek and Kirchner, 1974). It may be that young women are conditioned to think of themselves as passive individuals and that this training serves to render them less effective in career planning than they might otherwise be (Cochran and Warren, 1976). The net result of sex-stereotyping, according to Bem and Bem (1973), is the "homogenization" of women into narrow role descriptions which are inconsistent with a broad range of individual differences.

Evidence that women tend toward stereotypic, narrower occupational choices than men was provided by Burlin (1976), who asked female subjects to indicate their choices of "ideal" and "real" career aspirations in terms of traditionally female or traditionally male occupations. Results indicated that 51% of the females aspired to non-traditional jobs as their ideal occupation and only 32% as their real occupation. Conversely, 29% of the females chose traditional occupations as their ideal aspiration and 56% as their real aspiration. Blimline (1976) noted that female subjects listed significantly more non-traditional daydreams on the Holland (1972) Self-Directed Search than did male subjects. Ahrons (1976) pointed out that the reluctance to deviate from the female social role is reinforced by sex role expectancies and thus females will modify themselves to fit the role.

In a study published in 1972, Spickelmier and Freeman pointed out that women often adjust their performance to fit what they think society expects of them. In high school, girls continue to make better grades than boys. However, their opinion of themselves and other girls decreases. In their desire to be popular, girls accept the limited options open to them and resign themselves to appropriate female roles on a day-to-day basis. By the time girls leave high school, they are prejudiced against women to such an extent they may be unable to recognize the accomplishments of women in careers. Similarly, Blimline (1976) reported that female subjects expressed significantly more egalitarian views about occupational choices for men and women than did the males, but women also indicated a lower self-concept than men with regard to their own anticipated ability to perform adequately in a given career. The research of Farmer and Bohn (1970), Shinar (1975), and Tibbetts (1975) shows that the stereotyping of occupations is deeply ingrained in the attitude toward careers and work and is formed early. These attitudes appear to be predicated in the assumption:

> that those occupations stereotypically associated with high levels of competence, rationality, and assertion are viewed as masculine occupations, whereas those occupations stereotypically associated with depending, passivity, nurturance, and interpersonal warmth are perceived as feminine occupations (Shinar, 1975).

Learned helplessness. The learned helplessness paradigm comes from learning theory, and basically proposes that individuals can come to perceive, through repeated experiences with failure, that they are "helpless" to control what happens to them in life. Seligman (1975, p. 18) has suggested that just as an organism can learn that some outcomes are controllable, it can learn that others are uncontrollable. This learning process can result in a perception of "response independence." Seligman noted (p. 20) that people who learn response independence can become "helpless" and be very passive. Moreover, once a person has learned response independence and become "helpless", the tendency is to generalize this perception to diverse areas (p. 36). Thus, the helpless individual has trouble learning and believing response dependence later on (p. 22). The latter two propositions have been corroborated by Glass and Singer (1972) who also reported that their subjects generalized learned helplessness to other situations and had trouble "unlearning" response independence.

It should also be noted that the literature is somewhat divided on the issue of the extent to which individuals generalize their perceptions of helplessness. Hiroto (1974) reported that subjects with an external locus of control orientation (perception that control lies outside themselves) exhibited greater helplessness effects than those with an internal orientation. And Jones (1977, p. 196) suggested that the question of how much learned helplessness generalized from one situation to other situations has still not received a clear answer. For purposes of this research, even if the assumption of domain specificity is made, women who have come to believe themselves to be incompetent in mathematical and mechanical skills are likely to transfer feelings of incompetence to their performance in traditionally male-dominated jobs.

Two concepts closely related to learned helplessness are "self-induced dependence" (Langer, Imber, and Rubin, 1978) and the "illusion of incompetence" (Langer, in press). Regarding the former, Langer, et al., proposed that simply experiencing one's self in a subservient position can have the effect of rendering the individual less able to perform the original task. Since society may consider women to be less competent than men in some occupational areas, it would seem predictable that women would internalize this expectation and actually become less competent in such skills. In reference to the illusion of incompetence, Langer (in press) suggested that an individual, by feeling a loss of control, takes on the inaccurate belief that (s)he is incompetent and hence gives up and becomes passive. Thus, a female who repeatedly fails to achieve reinforcement for ability in certain areas of achievement may begin to perceive herself as actually incompetent in those areas. In either case, the individual can learn the feeling of powerlessness and thus be unable to control the reinforcements which come from other people.

Cohen, Rothbart and Phillips (1976) stated that when individuals reportedly find that their attempts to achieve a goal are not being rewarded, they may experience learned helplessness and feel helpless in entering any occupation that is different from those normally considered as being appropriate for women. So the lack of social reinforcement for women desiring to enter male-dominated occupations can induce them to feel helpless to achieve satisfaction from competence in such a pursuit.

Locus of control of reinforcement. A concept which would seem to have an impact on the perception of barriers to entry into nontraditional careers by women is that of locus of control. Based on social learning theory, locus of control is conceptualized as a generalized expectancy which operates across a variety of situations and is related to whether or not an individual believes (s)he possesses or lacks power over what happens to him/her (Rotter, 1966). Internal control refers to the perception of positive and/or negative events as being the result of one's own actions, and external control is the perception of positive and/or negative events being unrelated to one's own behavior and thus beyond personal control (Lefcourt, 1966).

Related to employment, research on locus of control shows that those individuals who may be considered internally oriented show considerably better abilities to seek and obtain employment and control the elements involved in the employment aspect of their life than those who are externally oriented (Tiffany, et al., 1970; and Tseng, 1970).

Individuals who exhibit a high degree of internality are able to give significantly more reasons for their decisions than externals (Phares, 1968) and are more apt to seek out information about their future (Davis and Phares, 1967; Seeman and Evans, 1962). In recent studies by Gable, Thompson, and Glanstein (1976) and Thomas (1974a) it was found that internally oriented women had significantly higher vocational maturity scores than externally oriented women. High internality is also related to academic achievement and I. Q scores (e.g., Coleman, et al., 1966; Crandall, et al., 1965; McGhee and Crandall, 1968; Shaw and Uhl, 1971; and Wolk and DuCetta, 1973) and efforts to acquire information about one's future (e.g., Davis and Phares, 1967; Phares, 1968; and Seeman and Evans, 1962).

Individuals rated as internally oriented are more likely to comply with work rules, observe safety procedures, work well with others, take better care of equipment, indicate more satisfaction with their job training, have better manners in the shop, and rate higher in work tolerance. They also exhibited more socially acceptable behavior in terms of cooperation and self-control (Tseng, 1970).

Externally oriented individuals, on the other hand, show a high degree of helplessness on non-problem solving tasks (Cohen, Rothbart, and Phillips, 1976). Individuals with a high degree of externality also appear less able to cope with the demands of reality (Phares, 1968). Several studies have shown externally oriented individuals are more likely than internally oriented individuals to be members of lower socioeconomic classes and/or disadvantaged groups (e.g., Battle and Rotter, 1963; Graves, 1961; MacDonald, 1971; Stephens, 1971; and Stephens and Dalys, 1971). Wolk and DuCetta (1973) found that externals tend to express unrealistic occupational aspirations.

In their book, The Unemployed, Tiffany, Cowan, and Tiffany

(1970) point out that lower income and unemployed individuals exhibit high degrees of powerlessness and lack of self-direction. In their comprehensive study of the job seeking behaviors of unemployed individuals, it was found that internally oriented adults reflect more self-direction in job seeking activities. The unemployed were significantly more externally oriented than were the well-adjusted employed. It was also noted that the acquisition of technical skills was not the complete answer to sustained employment. Unemployed individuals must learn to acquire and keep a job. Thus, it appears that internally oriented individuals take more responsibility for their own career development.

The effects of locus of control measured in the career developmen domain have been shown to have an effect on the development of mature career attitudes (Thomas, 1974a, 1974b; Thomas and Carpenter, 1976). High career development responsibility (internality) was found to be related to mature career attitudes. In addition, a greater range of maturity was observed for internal versus external females than for males (Thomas, 1974b). This would seem to indicate that career development responsibility has a greater effect on the maturity of females' career attitudes than on that of males. Thus, it appears that high externality has a suppressive effect on career development, especially for females. It is likely that this interaction between vocational choice (traditional versus non-traditional) and vocational maturity can be explained by the belief that action and reward are not related (i.e., the jobs external females get are seen as being influenced mostly by fate, luck or chance--rather than on specific preparation or the efforts of the individual). For externals, no relationship is seen between career choice and preparation and the ultimate acquisition of a position in the chosen field.

It appears that consideration of barriers to entry into non-traditional occupations and sex role stereotyping should also include consideration of locus of control of reinforcement. In the present study, internality-externality is included as a variable. It seems that in order for females to be successful in overcoming barriers and the effects of sex stereotyping, they should be assisted toward assuming more internal control over their own career development and occupational preparation.

Barriers to Women's Entry into Non-traditional Careers

As noted above, institutional barriers are those which can be and have been addressed by legislative attempts to equalize occupational opportunities for men and women. Issues dealt with by legislation include training, hiring, and promotion practices which may have been used in the past to exclude women from many jobs. Such barriers are generally rather overt, and as such, can be effectively remedied via legislative policy.

The removal of legal and institutional barriers, however, has not changed the attitudinal barriers. The latter, i.e., personal-social barriers, tend to be more covert and more subtle than the former, and consequently, much more difficult to overcome. In reviewing the literature on barriers to women's educational and occupational equity, certain commonalities evolve. Those barriers which are seen to occur again and again in the literature may be synthesized and grouped under a finite number of general headings. This section will be organized under the following categorization of barriers, arranged in descending order of frequency of occurrence in the literature reviewed:

1) Influence of family/friends
2) Low occupational self-concept
3) Lack of educational preparation for non-traditional career
4) Role conflict
5) Lack of information about non-traditional careers
6) Fear of success or failure
7) Lack of available role models
8) Lack of money to finance training

It should be noted at the outset of this discussion that the barriers examined herein are not presented as deterrents exclusively to entry into non-traditional occupations, but include deterrents to women's re-entry and educational and occupational equity as well. The rationale for this approach stems from the observation that: 1) the areas of women's re-entry, educational equity, and non-traditional occupations overlap to a great extent; and 2) many of the barriers are the same. In other words, many of the factors operating to keep women out of the work force and higher education are the same factors which may deter them from entering non-traditional occupations. Thus, it would seem remiss to omit a body of literature which appears to be so closely bound up with the issues surrounding women's participation in non-traditional occupations. At least three of the barriers (#3, lack of educational preparation; #5, lack of information; and #7, lack of role models) would seem to be unique to the field of non-traditional careers, but the other barriers may be active in keeping women out of the labor force in general.

Influence of family/friends. The factor identified most often in the literature as a barrier to women is the negative influences exerted by their family members and friends. Parental attitudes and pressures seem to be of primary importance in family influence over a woman's career decision. A Study of Women in New Careers (WINC), (CONSAD, 1976), concluded that parental expectations that their daughters would marry and have a family were important barriers to women's career involvement. Similarly, Cobb (1977) indicated that a major barrier or "filter" to women entering science careers is the sex bias passed onto them by their parents. The Indiana State Board of Vocational and Technical Education (1977) surveyed women who had considered and rejected the idea of entering a non-traditional career, and 23% of the respondents pointed to parental influence as the reason for rejecting a non-traditional career. Finally, in a study of the careers women considered to be "ideal" and careers they actually chose, Burlin (1976) reported the influence of parents' attitudes toward traditional roles as one of the reasons cited for women not choosing their ideal career.

Also of considerable influence on women's career choice is the factor of husbands' attitudes. Reubens and Reubens (1977) have pointed out the significance of a woman's marital and family status in career choice. They indicated that a husband's attitudes will certainly influence a wife's enthusiasm for a non-traditional career, and that women's career choices cannot be seen realistically as individual decisions, but rather as family decisions. The U. S. Department of Labor (1977) has recognized this reality also, in suggesting that the attitudes of husbands can be influential in keeping women out of work altogether.

It seems that family and friends, in general, exercise a great deal of influence over the kinds of careers women choose. In a 1977 study, Smith et al. surveyed women regarding barriers to their participation in non-traditional science-related careers and noted the impact of opposition from family and friends in a woman's choice of such a career. Nearly half (48.8%) of Smith's respondents indicated that they felt the people important in their lives, i.e., family and friends, believed that a woman's place is in the home, and that this factor was a significant barrier to them in their consideration of a non-traditional career. The importance of family influence in general over women's career selections has been widely alluded to in the literature (e.g., CONSAD, 1976; Indiana State Board, 1977; Kane, et al., 1977; Sedaka, 1975; Tittle and Denker, 1977; and Wertheimer and Nelson, 1975), and as such must be considered as a primary deterrent to women in their choice of a non-traditional career.

Low occupational self-concept. The second most frequently discussed barrier in the literature reviewed was the fact that women appear to have a lower self-concept than men in the realm of occupational performance. This observation is widely reported (e.g., Bromfield and Kilmurray, 1976; Cobb, 1977; Elshof and Konek, 1977; Sedaka, 1975; Smith, et al., 1977; U.S. Department of Labor, 1977; and Wertheimer and Nelson, 1977) and would seem to lead in the direction of lowered self-confidence for women in traditionally male domains (Smith, 1976; Wertheimer and Nelson, 1975, 1977) and even expectations of failure (Astin, et al., 1976; Trachtenberg and Richter, 1976). Such expectations may have the effect of: 1) limiting the range of occupations women feel free to choose (Bem and Bem, 1973; Looft, 1971a; and Siegel, 1973) and 2) leading to actual failure in non-traditional occupational endeavors (e.g., Jones, 1977 and Korman, 1967, 1970). These latter observations would seem to make this barrier a rather serious consideration for those who might design a program to help women overcome barriers.

Lack of educational preparation for non-traditional careers. One very practical barrier is the fact that women simply are not educated to the same extent as men in the areas which would qualify them for entry into non-traditional occupations. While girls make better grades than boys through high school (Spickelmier and Freeman, 1972), they differ greatly in the importance they attach to success in school (Rapoza and Blocher, 1976). Traditionally, females have not prepared for the technical areas to the same degree as males. Women in general have felt afraid of being unfeminine and afraid of jeopardizing their relationships with men (Pfiffner, 1972). Thus, it seems that girls in school both choose traditionally "female" courses of study (Cobb, 1977), and are encouraged to do so by teachers and counselors who tend to "track" girls into courses that are considered to be "appropriate" for women (Adickes and Worthman, 1976; Boundy, 1977; Ernest, 1976; Indiana State Board, 1977, Kane, et al, 1977; Smith, 1976; "What Barriers", 1976).

It seems that the crucial element which would prepare women for non-traditional careers would be an adequate background in mathematics (e.g., Astin, et al., 1976; Cobb, 1977; and Smith, 1976), but mathematics and science, through the process of sex stereotyping, have become thought of as exclusively male domains (Boundy, 1977; Ernest, 1976). It has even been asserted (U. S. Department of Labor, 1977) that ours is a technological society, created by men who have cut women off from technological knowledge, thus effecting a major barrier to women who would like to enter traditionally male-dominated career fields (p. 68). It was further noted (p. 69) that of 400 vocational schools surveyed, 93% were directed by males. Thus, women continue to be ill-prepared to enter technological occupations.

Role conflict. A factor which would seem to operate in conjunction with barrier #1 above, influence of family and friends, is that of role conflict. In order to perform a non-traditional job (or perhaps any job), women first may feel the need to resolve conflicts between the roles of worker and parent, worker and spouse, and non-traditional worker and woman (Burlin, 1976; Indiana State Board, 1977; Prediger, et al., 1974; Smith, 1976, 1978; Trachtenberg and

Richter, 1976; U. S. Department of Labor, 1977; and Wertheimer and Nelson, 1977). An added element of conflict is suggested by Smith (1977) who notes that women are socialized to direct their attention away from themselves as workers and toward getting their identity from spouses or potential spouses. More than half (55%) of the women in Smith's (1976) survey on barriers to women in non-traditional careers indicated the belief that a wife's career should not interfere with her husband's career success.

Lack of information about non-traditional careers. Another very practical barrier to women's entry into non-traditional occupations is the fact that women frequently do not have access to information concerning such occupations (Bromfield and Kilmurray, 1976; U. S. Department of Labor, 1977; Wertheimer and Nelson, 1977). In Smith's (1976) survey of the barriers to women entering non-traditional science careers, 40% of the respondents indicated that they felt women to be less aware than men of both the availability of science careers and information about job openings. Lack of information about available non-traditional careers, it would seem, may be a critical barrier to women, since it could prevent them from getting adequate background to qualify them for non-traditional jobs. Kane, et al., (1977) observed that since information on non-traditional jobs for women is lacking, they do not, therefore, take courses that would prepare them for apprenticeships.

It appears then, that the fact that women are not informed about the availability of non-traditional careers may lead to a lack of educational preparation for such jobs, as discussed in #3 above. Consequently, as women compete with men for available male-dominated jobs, they start out at a disadvantage and have to try that much harder to achieve success.

Fear of success or failure. This barrier may be closely related to #2 above, low occupational self-concept, in that if a woman perceives herself to be somewhat less competent than men, then it would follow that she might fear not being able to successfully compete with men. Or, if she is successful, then she might fear the consequences of success in terms of her relationships with men (Smith, 1976). The fear of failure in non-traditional occupations is widely addressed in the literature, and seems to be closely tied to the fear of competing with men (MacDonald and Currier, 1977; Trachtenberg and Richter, 1976; Woods, 1975).

The other component of this barrier, fear of success, may be based upon a values conflict, with the desire to succeed pitted against: 1) the espousal of traditionally "masculine" values like competition and achievement; and 2) the risk of jeopardizing relationships with men. Regarding the former, Damico and Nevill (1978) pointed out that success in a profession often calls for independence and self-assertion, qualities traditionally considered as "masculine." Similarly, Astin, et al. (1976) indicated that women generally place a lower value than men on achievement, a condition which would certainly constitute a barrier to occupational success.

Regarding concerns for relationships with men, Tosi (1975) observed that until adolescence, girls compete on an equal footing with boys in skills such as verbal ability and mathematical computation. But, from adolescence onward, "femininity" becomes an attribute for which girls are rewarded. Their success in school and any other qualities which may be seen as competitive come to be viewed as a possible threat to heterosexual relations and are repressed. Snell and Cummings (1977) similarly noted that high school girls said that they were not particularly afraid they would not be able to do the work in shop classes, but feared negative reactions from boys and teachers.

Lack of available role models. It follows that if there are relatively few women in non-traditional careers, the women who might aspire to such careers would have few female role models after which to pattern themselves. This seems, in fact, to be the case, and this lack of role models has been widely alluded to as a factor deterring women from entering non-traditional occupations (Astin, et al., 1976; Elder, 1975; Indiana State Board, 1977; Smith, 1977; Trachtenberg and Richter, 1976; Wertheimer and Nelson, 1977 and "What Barriers", 1976). At the same time, it might be speculated that the entry of more women into male-dominated career fields will have a snowballing effect of inducing more women to enter such careers, creating still more role models, and so on.

Lack of money to finance training. A final category of barriers to women's entry into non-traditional occupations is the problem of financing training in order to get a particular job. It must be noted that the element of training is more critical for women than for men, since women's overall experience and training do not generally provide the skills necessary in a career that is traditionally done by men. The issue of financing training may be further complicated by the awareness that it may be difficult for a woman to get a non-traditional job of her choice even after she has finished and paid for a training program.

In any case, the lack of money to pay for training has been seen as a barrier (Elshof and Konek, 1977; Indiana State Board, 1977; Tittle and Denker, 1977). Additionally, it has been suggested that many women, due to home and family responsibilities, need to attend training programs part-time, and so the need exists for financial aid for part-time students (Caughman, 1978, Wertheimer and Nelson, 1977). A final deterrent noted in this area is the fact that it is difficult for women to get loans (Astin, et al., 1976). Overall then, women lack information on how to get money for training and may also find it more difficult to secure financial aid due to their special needs.

Summary

While legal barriers to women entering non-traditional occupations have largely been removed, a sizeable array of personal-social barriers remain and create conflicts for those women who would like to enter male-dominated careers and preparation programs (Ahrons, 1976; Ekstrom, 1972; U. S. Department of Labor, 1975; Westervelt, 1975). The causes of this persistent deterrence may be found in the social and occupational sex stereotyping that is a part of the acculturation of young children in this country (e.g., Looft, 1971a, 1971b; Siegel, 1973; Smith, 1975; Vondracek and Kirchner, 1975). One of the major repercussions of sex stereotyping is a severely restricted range of occupations that most women feel free to choose (e.g., Bem and Bem, 1973; Burlin, 1976; Scott, Fenske, and Maxey, 1975; and Siegel, 1973).

As a further deterrent, women seem to hold lower conceptions of themselves as workers than do men (e.g., Blimline, 1976; Farmer and Bohn, 1970; Shinar, 1975; Spickelmier and Freeman, 1972; Tibbets, 1975). More importantly, women appear to adjust their actual performance to low self-expectations and enter occupations which may require less ability than they are realistically capable of demonstrating (e.g., Ahrons, 1976; Spickelmier and Freeman, 1972).

An associated phenomenon is the learned helplessness paradigm, by which individuals can come to perceive, through repeated experiences with failure, that they are helpless to control what happens to them (e.g., Glass and Singer, 1972; Hiroto, 1974; Jones, 1977; and Seligman, 1975). When women are repeatedly deterred from entering higher-paying occupations that are usually filled by men, they may come to perceive that they have little or no control over their occupational future, and thus, may stop trying to get better jobs.

A final aspect of sex stereotyping of occupations that was discussed was locus of control of reinforcement (Rotter, 1966). It was noted that an external orientation would have particularly serious occupational consequences for women, since it seems that assuming personal control over one's career requires more effort for women than for men.

The section on barriers included a review of the literature dealing with eight personal-social barriers: 1) influence of family and friends; 2) low occupational self-concept; 3) lack of educational preparation; 4) role conflict; 5) lack of information; 6) fear of success or failure; 7) lack of role models; and 8) lack of money to pay for training. These barriers were selected for discussion on the basis of their recurrence in the literature as identified deterrents to women's entry into the work force, higher education, and non-traditional occupations. Based upon this review, it would seem that these identified barriers, as well as the theoretical considerations discussed above, would be the issues to be addressed by any treatment program purporting to assist women in overcoming barriers to entry into non-traditional jobs and training programs.

Method

Identification of Population

The population selected for the study of barriers to entering a non-traditional occupation included women who had chosen traditionally female occupations, i.e., nurses, secretaries, and teachers. The 1978 percentages of total employment in each occupation represented by women were secretaries, 99.2%; nurses, 96.8%; and teachers, 71.0% (U.S. Department of Labor, 1979). Furthermore, these occupations were selected because of the accessibility of lists of women who are employed in these occupations.

The Florida Department of Professional and Occupational Regulations, Bureau of Records, provided a computer printout of the names and addresses of 1139 nurses. This list was made up of the names of Licensed Practical Nurses and Registered Nurses living in Leon County, Florida, who chose to keep up their licenses with the State.

Names and addresses of secretaries in the county were for the most part obtained from a list of secretaries provided by the Florida Office of the Controller, Bureau of Payrolls. The list contained the names and addresses of those secretaries employed by the State of Florida, the major employer of secretarial personnel in Leon County. With two universities and the state government located in the county, an estimated 80% of all clerical and office help is employed by the State. This list was augmented by a sample of private business secretaries selected at random from businesses listed in the yellow pages. The total list of secretaries in the population numbers 4167.

A list of all public school teachers in Leon County was obtained from the Department of Education. In addition, all private schools in the county were contacted and lists of the names and addresses of their female faculty were requested. Permission to contact the teachers was acquired through the Leon County Board of Education. In addition, local building principals were contacted and the necessary permission obtained. This effort resulted in a list of 930 female teachers.

Selecting the sample

The procedures employed for the development of the instrument required the selection of a sample of teachers, secretaries, and nurses who had, at one time, considered entering a male-dominated occupation, but who had been deterred from pursuing it. A telephone interview process was employed to identify women who met these criteria and were willing to discuss the factors influencing their career decision. In order to identify fifty women meeting these criteria, a randomly ordered sample stratified by occupational area was drawn.

Lists which contained the names of 200 randomly selected women from each stratum were used to insure that 50 randomly selected women who met the criteria were contacted for the purpose of scheduling interviews. After the list of women for each occupational category was numbered, a random table of numbers was used to determine the order in which potential interviewees were to be contacted.

Instrumentation

Developing the interview schedule. A personal interview form (see Appendix A) was developed by the project staff using adaptations of interview techniques described in Borg and Gall (1963), Englehart (1972), and Seltiz, et al. (1976). The techniques outlined made it possible to obtain the data required to meet the specific objectives of this study and to standardize the procedures used. The interview format was designed such that the interviewers could maximize the chance of ferreting out factors that had deterred the interviewee from entering non-traditional occupations. Deviation from the schedule was suggested when the identification of deterrents was likely to result. Deterrents identified were probed to determine if there were other underlying deterrents.

A pilot test of this instrumentation involved the interviewing of a purposive sample of women who had experienced deterrents to their entry into non-traditional occupations. Project staff members, in pairs, conducted interviews with one member serving as the interviewer while the second served as a check on the reliability of the identification of deterrents as well as an observer to provide feedback concerning the interviewing process employed by the interviewer. These pilot interviews continued until the process as well as the reilability were within acceptable limits, i.e., the interview team agreed on more than ninety percent of the deterrents listed. The resultant interview process, which changed considerably during the pilot test, is one that produced a list of deterrents experienced by the interviewees.

Telephone survey procedure. A flow chart (see Appendix B) of the steps in the telephone survey process was developed to encourage uniformity in the process and to assist the staff members in making telephone contacts. The utilization of the telephone survey flow chart by the staff insured that all phone contacts were reasonably consistent and that potential interviewees were given an opportunity to indicate the circumstances surrounding their career decisions. The telephone survey chart was developed using adaptations of interview techniques described in Borg and Gall (1963), Englehart (1972), Seltiz, et al., (1976).

A pilot test of the telephone survey procedure involved three staff members. One staff member served as the telephone interviewer; while the second served as the interviewee. The third staff member served as an observer who provided feedback concerning the interview procedures. This process continued until the results obtained were those desired.

When the telephone procedure was implemented and the contact was made, non-threatening questions were asked followed by questions regarding career choice and deterrents to entry into non-traditional areas. The questions were designed to assess whether the women had considered a non-traditional career, whether they were deterred from pursuing that career, and whether they would consent to an interview to discuss the circumstances surrounding their career decisions.

This process was utilized to identify fifty women who met the established criteria, i.e., considered but were deterred from a non-traditional career, and consented to an interview. Twenty secretaries, 17 teachers, and 14 nurses were interviewed. The racial mix of the interviewees was 21.7 percent black and 78.3 white.

Conducting interviews. The personal interview process that evolved was one that asked questions relating to the factors that prevented women from entering the male-dominated occupation that they at one time, had identified as their desired occupation. The age of the women interviewed ranged from 18 to 58 with a mean age of 33.9. Occupations that these women had considered ranged from lawyer to truck driver. There was no duplication of non-traditional occupations that had been considered by the interviewees, i.e., each interviewee had considered a male-dominated occupation that was unique from all other interviewees.

Care was taken throughout the interview to assess the causes rather than the symptoms affecting the career decisions. At the close of the interview, the list of deterrents was reviewed by interviewer and respondent (interviewee) for accuracy. At this point, the interviewee could add to or delete deterrents. Thus, the final list was not just the perceptions of the interviewer, but rather, the perceptions of the interviewer validated by the interviewee.

Identification of deterrents. Immediately following the personal interviews, the interviewer listed all deterrents obtained from the interviewee. The number of deterrents identified by the interviews conducted ranged from a low of four to a high of fifty-seven. The nature of the deterrents covered the full spectrum of responses that might be expected. These ranged from specific pressure, e.g., "my husband didn't want me to do that," to the stereotype of what happens to a woman who enters the male-dominated occupations. An example of the latter includes "women who enter male-dominated fields become masculine, are not respected, etc."

The list of deterrents obtained from the interviews was used to develop items for the written questionnaire. Individual deterrents were typed by the staff on 3 x 5 cards and were assembled for use in instrument development.

The identified deterrents listed by the interviewers were evaluated and synthesized. Deterrent cards from all interviewers were merged. Deterrent cards were sorted according to the similarity of the deterrent. Like deterrents were grouped into categories, e.g., family (parents and husband), financial, fear of failure, training and education, physical and mental capabilities, societal, institutional, men's attitudes, and significant others. Where items identified the same deterrents, a single item was selected. Deterrent cards were then assembled for item writing. Thus, the questionnaire items had their own origin in deterrents identified in the personal interview.

Developing the survey instrument. In developing the survey instrument (see Appendix C) each group of deterrent cards was reviewed for similarity of deterrents to facilitate the writing of deterrent statements. The deterrent statements thus written were reviewed for duplication or overlap. Items containing duplication or overlap were rewritten or discarded. This procedure resulted in 200 deterrent statements which were then assembled into the instrument format. A five point Likert scale ranging from strongly agree to strongly disagree (values ranging from one to five) was developed to assess the attitudes of respondents to the 200 deterrent statements.

In addition to the deterrent statements, the questionnaire also included Rotter's Internal-External (I-E) Scale (Rotter, 1966), and Thomas' Career Development Responsibility Scale (Thomas, 1974b). These instruments (see Appendix C) gave a measure of external locus of control to be used in the analyses of the scores of the respondents. The Rotter I-E Scale contains 23 pairs of bipolar statements (internal vs. external) which are scored for externality. The I-E construct is conceptualized as the extent to which an individual believes that reinforcements occur because of one's own behavior (Rotter, 1966). In a study with university psychology students, the Rotter I-E yielded a Spearman Brown of .73 and a Kuder-Richardson of .70. Test-retest at one month intervals for university psychology students and reformatory prisoners yielded correlations of .72 and .78 respectively (Rotter, 1966).

The Career Development Responsibility Scale was developed to measure the degree to which reinforcements, in terms of the degree to which success in career preparation-acquisition-performance situations are considered to be contingent on an individual's behavior. The internal consistency was found to be .67, which is approximately equivalent to a similar instrument measuring children's beliefs in their own control of reinforcements in intellectual academic achievement situations (Crandall, et al., 1965). Content and criterion related validity were also established for this instrument (Thomas, 1974b).

The use of internality-externality measures provided the opportunity to examine the effects of locus of control on the deterrents to entry variable. A personal information sheet also provided responses needed to classify respondents into subgroups of (1) those who seriously considered a male-dominated career, (2) those who considered a male-dominated career only a little, and (3) those who did not consider a male-dominated career.

Data Collection

A cover letter (see Appendix D) written to request assistance to complete a study of the career patterns of women was assembled with other mailing materials. A stratified random sample was drawn from the previously described population of nurses, secretaries, and teachers in Leon County. A sample was drawn using a table of random numbers. One hundred sixty-six nurses, 167 secretaries, and 167 teachers were included in the sample to which the questionnaire was mailed.

Thirty-two percent (161) of the sample of 500 women responded to the original mailout. As a result of this low rate of return, a

Second mailout procedure was established. Letters (see Appendix E) were mailed to those women who had not responded to the original mailout. This procedure raised the response rate to 40% (200) of the 500 women surveyed. Returned surveys were logged in and given to the staff for coding and analysis.

Non-respondent sampling and procedure. Due to the low rate of return from the original mailout, a non-respondent sample was randomly selected from those women who failed to return questionnaires from the original mailout. A sample size of 80 was determined to be representative of the non-respondent population for a 95% confidence level and a .10 sampling error (Tuckman, 1972). In anticipation of problems contacting these women, i.e., wrong address, moved, unable to find phone number, a sample of 100 was randomly selected. To insure a representative sample within each occupational group, a proportion of within category returns to total returns was determined for each group and these proportions were maintained in the ratio of within category non-respondents selected to total non-respondents selected. This resulted in the random selection of 33 nurses, 35 secretaries, and 32 teachers.

Non-respondents were contacted by phone according to the procedure outlined in Appendix F. Phone contact resulted in one of the following procedures: 1) a questionnaire was personally delivered and picked up after completion; 2) a questionnaire was personally delivered and respondent returned it by mail; 3) a questionnaire was mailed to respondent and returned by mail; 4) respondent promised to fill out and return the questionnaire by mail; 5) respondent promised to fill out qeustionnaire and it was picked up after completion; 6) respondent refused to fill out the questionnaire.

Non-respondents who did not respond as a result of the telephone contact procedures or who could not be contacted, i.e., had an unlisted number, were sent follow-up letters. For those non-respondents who still had not filled out the questionnaire, attempts were made to set up personal interviews in an effort to: 1) identify reasons for not responding; and 2) clarify the importance of their responses and have the questionnaire filled out.

Data Analysis

The data analysis focused on two major objectives: 1) the validity and reliability of the barriers to entry survey instrument; and 2) the identification of deterrents by women employed in traditional occupations. In order to conduct the analysis, numerical values were assigned to the five point Likert scale ranging from one for strongly agree to five for strongly disagree.

With regard to the first objective, coefficient alpha was computed to determine the internal consistencey of the barriers to entry survey instrument. An exploratory factor analysis with varimax rotation was utilized to determine the construct validity of factors identified through a Q-sort technique. The criteria for including factors in the model was that they have a given value equal to or greater than $1(\lambda \geq 1)$. To obtain more information concerning the efficiency of the instrument, three discriminant analyses were performed. Due to the limitation of available packaged computer programs (i.e., number of variables is limited), it was not possible to run one discriminant analysis with all survey items. Therefore, two separate analyses were performed with survey items. The criteria for item selection in the first analysis was based on those items reflecting significant differences in frequencies of responses across deterrent groups, (i.e., women who considered a male dominated occupation a little, seriously or not at all, Cramer's V, $p \leq .05$). Items used in the second discriminant analysis were selected on the basis of reflecting significant differences ($p \leq .05$) in mean responses among the deterrent groups. In addition, a third discriminant analysis was performed using factor scores on factors indentified in the factor analysis procedure.

In reference to the second objective, an item rated strongly agree or agree by 40% or more of the respondents was considered to be an important deterrent. A one-way analysis of variance for each item was used to examine possible differences in the mean responses of respondents to the original mailout, those responding to the second mailout, and those responding as a result of phone calls or personal contact (non-respondent sample). Any significant effects ($p \leq .05$) were followed up with Newman-Keuls Multiple Comparison technique.

A set of 3 x 3 analyses of variance were employed to determine whether there were significant differences in mean responses to each item by the occupational groups of nurses, secretaries, and teachers and by the deterrent groups, those considering a male dominated occupation only a little (moderate group), seriously (serious group), or not at all (never group). A second set of analyses of variance were used to examine differences in mean factor scores across occupational and deterrent groups. Factor scores were computed with the following formula:

$$f = S^T R^{-1} Z$$

where S^T = transpose of rotated factor structure matrix,
R^{-1} = inverse of the correlation matrix, and
Z = vector of standardized scores on original variables.

Any signficant interactions and/or main effects ($p \leq .05$) found in these analyses were followed by a closer examination of differences in mean response using Newman-Keuls Multiple Comparison technique.

In addition to the analyses related to the two stated objectives, Pearson Product Moment Correlations were used to determine the relationships among the Career Development Responsibility Scale (CDR), the Rotter I-E Scale, the barrier to entry variables and age of respondent.

Results

Results of the procedures outlined in the data analysis section are presented here. Information about total returns as well as returns by occupational group are presented followed by comparisons of responses to items by the three respondent groups. An analysis of the reliability and validity of the survey is presented in the second section. Results pertaining to the question of identifying the deterrents to entry into non-traditional fields are contained in the third section. A final section contains information about the relationship among the items in the instrument, the Rotter I-E

Scale, the Career Development Responsibility Scale, and age of the respondent.

Returns

The total number of questionnaires returned out of the 500 mailed was 256 (51%). From the sample of 166 nurses, 84 (50%) returned the questionnaire. Eighty (48%) out of the 167 secretaries and 92 (55%) out of the 167 teachers completed the survey. One hundred sixty-two (32%) of the total returns were responses to the first mailout. Fifty-three percent of the 100 non-respondents contacted returned a completed survey. These non-respondents comprise 21% of the total returns; nineteen (58%) of the nurses, 19 (54%) of the secretaries, and 15 (47%) of the teachers. Forty percent of the 100 non-respondents refused to complete the survey, eight (24%) of the nurses, fifteen (45%) of the secretaries, and seventeen (53%) of the teachers. Two percent (one nurse and one secretary) returned a blank survey and 5% (five nurses) were uncontactable. The two predominent explanations for refusals were: 1) the survey was too long, and 2) too busy to take enough time to fill it out.

In addition, the responses to survey items (see Table 1) by these three respondent groups were examined. "Results of the multiple one-way analysis of variance comparing respondents to the first mailout, respondents to the second mailout, and non-respondents indicated that 18 of the 200 items had significant differences among the mean responses of these three groups"(see Table 1). A perusal of all items indicates a general pattern of responses with the non-respondent sample having the highest means (greatest disagreement), followed by the respondents to original mailout and respondents from the second mailout having the lowest means (greatest agreement). A closer examination of these items indicates that in the majority of cases, nonrespondents have significantly ($p \leq .05$) higher means than the other two groups. Item A-8 ($F = 3.01$, df = 2,251) is concerned with the attitude that a woman won't enter a non-traditional career because she feels she'll have to work much harder than a man to achieve the same degree of success. Original respondents see this as a greater deterrent ($p \leq .05$) than do non-respondents; the respective means were 2.9 and 2.7. A woman's feeling that training personnel in non-traditional programs are not interested in her (Item D-1) is also seen as a more important deterrent ($p \leq .05$) by original respondents than by non-respondents. Significant differences in mean response were observed for Item P-1 ($F = 3.64$, df = 2,251) which reflects the attitude that a woman's inability to pick up and move to a job as easily as a man may prevent her from getting a non-traditional job. This statement is seen to be a greater deterrent ($p \leq .05$) to entry by original respondents ($\overline{X} = 2.16$) than by non-respondents ($\overline{X} = 2.60$). Original respondents also view the idea that lack of self-confidence prevents women from seeking the same careers as men (Item P-3) to be a greater deterrent than do non-respondents.

Once a woman gets a non-traditional job, she may find it hard to cope with men's feelings that they are better at technical things than women (Item Q-10). Both original and second mailout respondents ($\overline{X}$ 2.70, 2.45 respectively) see this as a more important deterrent ($p \leq .05$) than do non-respondents ($\overline{X} = 3.10$).

A woman may choose to enter a traditional career because: (1) no one told her to pursue other possibilities (Item S-10), and (2) she's not aware of her own potential (Item S-11). Original respondents consider these statements to be greater deterrents ($p \leq .05$) than do non-respondents. Second mailout respondents also see Item S-10 to be a greater deterrent than do non-respondents (see Table 1).

The idea that a woman who gets a non-traditional job may have difficulty coping with men "talking down" to her when their level of competency is lower than hers (Item Q-1), is seen by second mailout respondents to be a greater deterrent ($p \leq .05$) than by non-respondents and original respondents with the respective means being 2.18, 2.77, and 2.61. The influence of the family appears to be a significantly greater deterrent for second mailout respondents than for non-respondents. More specifically, these are: 1) the attitude that a woman's family may affect her career decisions by making these decisions for her (Item T-6, F = 2.98, df = 2,251), teaching her the "woman's role" (Item T-7, F = 3.11, df = 2,250), expecting her to work immediately to help support the family (Item T-8, F = 4.41, df = 2,250), and letting her depend on them for financial support (Item T-13, F = 5.22, df = 2,251); 2) the idea that a woman can't enter a non-traditional career because she has no career oriented role models within the family (Item U-9, F = 3.04, df = 2,250) and she can't be a housewife, mother, and career woman simultaneously (Item U-16, $F = 4.09$, $df = 2,250$). Items T-8 and T-13 are also seen to be more important deterrents ($p \leq .05$) by second mailout respondents than by original respondents.

The fear of loss of dependency on a man, if a woman achieves success in a non-traditional career (Item K-2) is considered to be a greater deterrent ($p \leq .05$) by second mailout respondents ($\overline{X} = 3.28$) than by original respondents ($\overline{X} = 3.78$). Item J-1 appears to be an exception to the general pattern with second mailout respondents indicating that a woman's inability to stay in school long enough to get or stay qualified for a non-traditional job is much less of a deterrent than indicated by original respondents ($p \leq .05$); however, neither group perceives this to be a deterrent. The respective means were 3.51 and 3.98.

A woman may feel that if she seeks information about non-traditional jobs, she might have trouble coping with negative feedback from the sources of the information (Item C-1). In addition, she may receive negative feedback from her parents if they feel career training priority should go to the boys in the family (Item U-3). Although there are significant differences in mean responses to these statements among the groups, the differences are not of sufficient magnitude to result in statistically significant ($p \leq .05$) differences between groups.

Although there are a greater number of significant differences among mean responses of respondent groups than expected by chance

Table 1

Mean Responses to Survey Items by Respondent Group

Grand Mean	Item	Respondent Group: Original Respondents 1	Respondent Group: Non-Respondents 2	Respondent Group: 2nd Mailout Respondents 3	F Ratio
3.48	A 1	3.48	3.72	3.15	2.49
2.83	2	2.79	3.11	2.65	2.12
3.09	3	3.14	3.11	2.85	.95
3.35	4	3.31	3.57	3.25	1.06
3.59	5	3.52	3.73	3.65	.60
3.73	6	3.74	3.79	3.64	.17
3.59	7	3.67	3.49	3.40	.97
2.50	8	2.39 (2)	2.87 (1)	2.50	3.01*
3.27	B 1	3.21	3.49	3.23	1.46
3.05	2	2.96	3.26	3.10	1.44
3.14	3	3.11	3.38	2.98	1.48
2.51	4	2.42	2.64	2.70	1.50
2.26	5	2.25	2.30	2.25	.07
2.41	C 1	2.34	2.70	2.33	3.19*
2.66	2	2.62	2.85	2.53	1.33
2.47	3	2.49	2.59	2.25	1.24
2.71	4	2.70	2.81	2.60	.57
2.50	5	2.49	2.49	2.55	.06
3.30	6	3.26	3.32	3.43	.42
2.73	D 1	2.62 (2)	3.02 (1)	2.77	3.12*

2.44

Table 1 (cont'd)

		Respondent Group			
Grand Mean	Item	Original Respondents 1	Non-Respondents 2	2nd Mailout Respondents 3	F Ratio
2.68	2	2.58	2.98	2.69	2.86
2.28	3	2.34	2.30	2.03	1.70
2.47	4	2.39	2.60	2.64	1.48
2.66	5	2.68	2.70	2.47	.82
2.79	6	2.76	2.93	2.72	.74
2.55	7	2.51	2.77	2.39	2.02
2.44	8	2.35	2.62	2.56	1.61
2.66	9	2.65	2.64	2.71	.06
2.58	10	2.54	2.60	2.68	.30
3.19	E 1	3.24	3.19	2.98	.80
3.17	2	3.16	3.25	3.10	.18
3.13	3	3.06	3.26	3.23	.91
3.12	4	3.18	3.02	3.00	.63
3.31	5	3.35	3.36	3.10	1.03
3.70	6	3.66	3.91	3.60	1.10
3.56	7	3.64	3.49	3.35	.80
3.84	8	3.88	3.87	3.68	.38
4.16	F 1	4.07	4.30	4.35	1.88
3.80	2	3.70	3.98	3.98	1.54
3.60	3	3.53	3.79	3.60	1.06
3.22	4	3.14	3.35	3.36	.90

Table 1 (cont'd)

Grand Mean	Item	Respondent Group Original Respondents 1	 Non-Respondents 2	 2nd Mailout Respondents 3	F Ratio
3.03	5	3.03	2.89	3.23	1.17
3.21	6	3.21	3.15	3.30	.19
3.26	7	3.24	3.32	3.30	.14
2.54	8	2.51	2.57	2.60	.16
2.84	9	2.75	2.96	3.08	1.68
3.58	10	3.52	3.76	3.60	.75
2.85	11	2.77	2.83	3.20	2.11
2.94	G 1	2.94	3.04	2.83	.43
2.27	2	2.27	2.21	2.33	.20
2.31	3	2.28	2.38	2.33	.24
2.33	4	2.35	2.23	2.40	.43
3.32	5	3.33	3.32	3.28	.05
2.83	6	2.80	2.93	2.83	.23
2.55	H 1	2.49	2.49	2.85	1.75
4.06	2	4.06	4.15	3.95	.60
2.78	3	2.77	2.66	2.97	.73
2.89	4	2.83	3.04	2.90	.57
4.18	5	4.26	4.02	4.05	2.11
4.30	6	4.36	4.32	4.00	2.17
3.66	7	3.70	3.62	3.50	.50

Table 1 (cont'd)

Grand Mean	Item	Respondent Group Original Respondents 1	Non-Respondents 2	2nd Mailout Respondents 3	F Ratio
4.31	8	4.32	4.30	4.28	.04
4.23	9	4.17	4.38	4.28	.72
4.01	I 1	3.99	4.04	4.05	.05
3.10	2	2.98	3.36	3.28	2.00
4.01	3	4.03	4.04	3.93	.17
3.56	4	3.52	3.72	3.53	.51
3.84	5	3.74	3.98	4.08	1.81
4.08	6	3.98	4.34	4.15	2.29
3.62	J 1	3.51 (3)	3.70	3.98 (1)	3.32*
2.49	2	2.39	2.66	2.70	2.65
3.17	3	3.06	3.45	3.25	2.63
2.14	4	2.09	2.20	2.25	.60
2.55	5	2.49	2.67	2.65	.73
3.41	6	3.35	3.47	3.58	.98
3.46	7	3.50	3.45	3.35	.43
3.26	8	3.28	3.22	3.25	.08
3.15	9	3.13	3.24	3.13	.21
3.08	10	3.08	3.16	3.00	.24
3.56	11	3.57	3.55	3.50	.09
3.90	12	3.87	3.98	3.90	.28
3.09	13	3.06	3.16	3.13	.18

Table 1 (cont'd)

		Respondent Group			
Grand Mean	Item	Original Respondents 1	Non-Respondents 2	2nd Mailout Respondents 3	F Ratio
3.64	14	3.63	3.69	3.58	.13
2.11	15	2.11	2.04	2.18	.34
2.48	16	2.46	2.57	2.48	.30
2.72	K 1	2.79	2.72	2.44	1.47
3.67	2	3.78 (3)	3.64	3.28 (1)	4.03*
4.10	3	4.11	4.22	3.92	1.28
3.93	4	3.97	3.93	3.78	.75
3.88	5	3.90	4.04	3.58	2.23
2.89	6	2.92	2.89	2.78	.22
2.94	7	2.99	3.02	2.63	1.84
4.16	8	4.19	4.15	4.08	.18
4.17	9	4.18	4.13	4.15	.05
3.96	L 1	3.97	3.87	4.03	.31
2.84	2	2.88	2.72	2.85	.45
2.54	3	2.54	2.45	2.64	.36
3.68	4	3.65	3.83	3.60	.98
2.40	5	2.36	2.57	2.33	1.14
3.97	M 1	3.90	4.11	4.03	.66
4.04	2	4.06	4.13	3.83	1.36
3.97	3	3.93	4.04	4.05	.29
3.81	4	3.75	4.02	3.78	1.21

Table 1 (cont'd)

Grand Mean	Item	Respondent Group Original Respondents 1	 Non-Respondents 2	 2nd Mailout Respondents 3	F Ratio
4.78	5	4.78	4.71	4.83	.45
4.45	6	4.46	4.34	4.53	.58
	N				
3.20	1	3.20	3.39	2.98	1.58
3.61	2	3.59	3.75	3.50	.80
3.15	3	3.11	3.37	3.05	1.24
3.44	4	3.48	3.45	3.31	.41
2.96	5	2.98	3.04	2.80	.64
3.44	6	3.44	3.54	3.30	.60
3.09	7	3.09	3.19	2.98	.47
3.65	8	3.65	3.69	3.63	.07
3.29	9	3.26	3.35	3.30	.15
3.98	10	3.99	3.98	3.95	.02
4.24	11	4.25	4.29	4.15	.27
3.49	12	3.52	3.40	3.48	.22
3.21	13	3.19	3.23	3.28	.10
3.29	14	3.31	3.48	2.98	2.33
3.69	15	3.70	3.69	3.63	.13
3.12	16	3.08	3.37	2.95	2.25
3.05	17	2.98	3.33	2.95	2.10
2.93	18	2.92	3.04	2.83	.43
3.22	19	3.25	3.27	3.03	.78
3.28	20	3.27	3.29	3.28	.00

Table 1 (cont'd)

Grand Mean	Item	Respondent Group Original Respondents 1	Non-Respondents 2	2nd Mailout Respondents 3	F Ratio
2.31	O 1	2.16 (2)	2.60 (1)	2.53	4.43**
2.78	2	2.71	2.98	2.78	1.15
3.10	3	3.03	3.38	3.00	2.01
3.47	4	3.45	3.42	3.63	.47
3.31	5	3.25	3.57	3.18	1.85
4.31	P 1	4.27	4.40	4.33	.46
4.34	2	4.34	4.30	4.43	.30
3.84	3	3.68 (2)	4.13 (1)	4.08	3.75*
2.83	4	3.80	3.93	3.85	.27
4.23	5	4.21	4.32	4.20	.29
4.20	6	4.13	4.38	4.23	1.30
4.02	7	3.96	4.25	3.98	1.63
4.42	8	4.43	4.43	4.40	.03
4.31	9	4.29	4.26	4.43	.40
3.89	10	3.88	4.00	3.82	.35
4.43	11	4.45	4.43	4.35	.27
3.79	12	3.73	4.06	3.70	1.96
2.58	Q 1	2.61 (3)	2.77 (3)	2.18 (1,2)	3.64*
2.63	2	2.66	2.78	2.28	2.73

Table 1 (cont'd)

Grand Mean	Item	Respondent Group Original Respondents 1	 Non-Respondents 2	 2nd Mailout Respondents 3	F Ratio
2.81	3	2.78	3.06	2.63	1.80
2.97	4	3.02	3.00	2.70	1.41
2.64	5	2.66	2.70	2.49	.49
2.69	6	2.69	2.87	2.43	1.89
2.57	7	2.57	2.72	2.38	1.01
3.59	8	3.59	3.70	3.45	.73
3.11	9	3.08	3.25	3.05	.56
2.75	10	2.71 (2)	3.10 (1,3)	2.45 (2)	3.98*
3.32	11	3.25	3.57	3.31	1.63
	R				
2.22	1	2.20	2.42	2.03	1.79
3.43	2	3.42	3.47	3.40	.06
2.70	3	2.68	2.77	2.68	.17
2.55	4	2.58	2.66	2.28	1.74
3.06	5	3.06	3.21	2.88	1.27
2.45	6	2.49	2.57	2.15	2.03
2.51	7	2.49	2.55	2.55	.10
	S				
3.24	1	3.25	3.32	3.13	.32
2.97	2	2.93	3.17	2.85	1.18
3.83	3	3.86	3.77	3.78	.33
3.64	4	3.60	3.81	3.55	1.14

Table 1 (cont'd)

Grand Mean	Item	Respondent Group Original Respondents 1	Non-Respondents 2	2nd Mailout Respondents 3	F Ratio
2.84	5	2.80	3.11	2.60	2.27
3.37	6	3.39	3.55	3.33	.80
3.35	7	3.35	3.42	3.30	.18
2.75	8	2.78	2.87	2.48	1.95
3.38	9	3.35	3.45	3.43	.26
3.19	10	3.13 (2)	3.56 (1,3)	2.95 (2)	4.26*
2.51	11	2.35 (2)	2.89 (1)	2.68	4.41**
2.41	T 1	2.39	2.60	2.23	1.49
2.40	2	2.35	2.62	2.30	1.57
3.37	3	3.37	3.59	3.10	2.01
2.87	4	2.87	3.13	2.55	2.53
2.71	5	2.69	2.94	2.48	1.96
3.15	6	3.13	3.43 (3)	2.85 (2)	2.98*
2.87	7	2.85	3.19 (3)	2.56 (2)	3.11*
3.01	8	3.04 (3)	3.25 (3)	2.56 (1,2)	4.41**
2.61	9	2.61	2.75	2.45	.91
3.71	10	3.74	3.83	3.45	1.58
2.95	11	2.94	3.21	2.65	2.28
3.02	12	3.04	3.21	2.70	1.85
3.00	13	2.99 (3)	3.34 (3)	2.55 (1,2)	5.33**

Table 1 (cont'd)

Grand Mean	Item	Respondent Group Original Respondents 1	 Non-Respondents 2	 2nd Mailout Respondents 3	F Ratio
3.41	U 1	3.38	3.55	3.33	.58
3.40	2	3.37	3.59	3.26	1.12
2.87	3	2.75	3.34	2.74	5.12**
2.84	4	2.84	3.08	2.51	2.66
3.20	5	3.19	3.40	2.95	1.82
3.63	6	3.58	3.72	3.67	.30
3.84	7	3.84	3.94	3.72	.55
2.65	8	2.63	2.72	2.66	.13
2.89	9	2.86	3.21 (3)	2.56 (2)	3.04*
3.54	10	3.59	3.55	3.32	1.09
3.39	11	3.44	3.43	3.13	1.26
3.17	12	3.13	3.45	2.95	2.23
3.09	13	3.09	3.28	2.82	1.68
2.84	14	2.81	3.00	2.74	.67
3.10	15	3.12	3.25	2.85	1.54
3.02	16	2.95 (2)	3.42 (1,3)	2.74 (2)	4.09*

( ) Indicates significant pairs at .05 significance level

* Significant at .05 level

** Significant at .01 level

($p \leq .05$), these differences do not exceed .79 scale intervals. Therefore, these differences are not considered to be of practical importance and the 51% returns are considered to be a representative sample of the total population of Tallahassee women in traditional occupations.

Efficiency of Survey Instrument

The internal consistency of the survey instrument was determined to be .98 (coefficient alpha) which indicates that the survey questionnaire is a highly reliable instrument. The correlations of items with total score (see Table 2) indicate a fairly moderate relationship ($p \leq .001$) between an individual's item score and her total score, (r ranges from .23 to .66). Item G-1, however, does not show a relationship with total score ($p = .438$) which was not surprising to the researchers since this item does not refer to a barrier to entry into a non-traditional career; rather, it indicates satisfaction with a traditional job.

The exploratory factor analysis resulted in the identification of 17 orthogonally rotated factors (see Table 3). These factors, their labels, and component items are enumerated in Table 4. Factor 1 is concerned with conceptions women may hold about their role in a work environment which is dominated by men. Representative of this factor are Items Q-1 through Q-7, which refer to the idea that a woman in a non-traditional job may have to cope with: 1) men thinking she's taking the place of a male who should have the job (Q-5, $f = -.744$); 2) getting less regard than men for doing a good job (Q-6, f = -.735); 3) men's attitude of superiority (Q-7, f = -.691); 4) men thinking she won't do an effective job (Q-2, f = -.673); 5) the feeling that regardless of her performance, she will not be promoted (Q-4, f = -.652); and 6) being "talked down" to by men (Q-1, f = -.602).

Factor 2 is concerned with a woman's perception of who she is and what her abilities are. Indicative of this factor are the attitudes that women don't look for the same careers as men because: 1) they are more timid than men (Q-4, f = .962); 2) they usually take the easy way out (P-5, f = .715); 3) they don't want to assume responsibilities required in these fields (P-7, f = .695); 4) they aren't emotionally strong enough (P-9, f = .679); 5) they can't exercise the self-discipline needed to prepare for a career (P-2, f = .658); 6) they can't stand up for what they want (P-6, f = .645); and 7) they are not good decision makers (P-11, f = .623).

Reinforcement of the stereotyped woman's role by the family is reflected in the third factor. A woman's family may affect her career decision by making her decisions for her (T-6, f = .752; U-5, f = .681); and by teaching her where a woman's place is in society (T-7, f = .686). Her family may also insist that she can't have a career and still be a good wife (T-12, f = .684). Factor 4 is concerned with the establishment of priorities with regard to family responsibilities and career needs. Items J-2, 4, and 5 (f = .483, .661, and .623 respectively) reflect this question of priorities in that a woman may have difficulty getting and/or staying qualified for a non-traditional job because she feels she has to place her family responsibilities above achieving or maintaining job qualifications.

The attitude of others at the entry and training levels toward women entering non-traditional careers is represented by Factor 5. Items D-1 through D-10, (f ranges from .467 to .788), which are concerned with the attitudes of training personnel in non-traditional programs, reflect a woman's feeling that these individuals don't see her as capable of completing the training or successfully entering the job market in these fields.

Factor 6 represents the attitudes of friends towards a woman's plan to enter a non-traditional career. Items E-1 through E-8 (f ranges from .383 to .628) are concerned with stereotyped ideas about women that, if held by her friends, may deter a woman from pursuing her plans to enter a non-traditional career.

Women in traditional jobs may be unwilling to leave these jobs to pursue non-traditional jobs because: 1) they like their job (G-1, f = -.516); or 2) they know they can be successful in the traditional job (G-3, f = -.457). These items are indicative of Factor 7 which is concerned with perceptions of security in traditional jobs.

A woman may be deterred from a non-traditional career because she doesn't see herself as a working professional, Factor 8. Items A-4 through A-6 (f = .471, .576, and .524 respectively) represent this factor and reflect a woman's feelings that she's not a professional, not as competent as a man, and unwilling to compete.

Factor 9 is concerned with the belief that a woman's place is in the home. Indicative of this factor is the idea that a woman won't prepare for any career because: 1) she shouldn't work when she has children (Item I-4, f = .707); 2) the woman's place is in the home (Item I-1, f = .698); 3) men will take care of her anyway (Item I-3, f = .672); 4) she should be a wife and mother first (Item I-2, f = .669); and 5) she shouldn't work unless it's financially necessary (Item I-5, f = .629).

Women may decide to enter traditional careers because significant others have followed this job pattern, Factor 10. This factor is represented by Items S-2 and S-4 (f = -.402, -.451 and -.463 respectively).

Factor 11 is concerned with obtaining information about non-traditional careers. This information may never be sought (Item B-2, f = .653), or seriously reviewed (Item B-3, f = .623) by women, or they may not know where to look for this information (Item C-5, f = .444).

Attitudes about college education for women are represented by Factor 12. Items M-1, 3, 4, and 6 (f = -.463, -.472 , -.475, and -.500 respectively) are indicative of the attitudes that a college education is not necessary or important for a woman.

The idea that women may be deterred because of fear of the non-traditional job setting is indicated by Factor 13. If a woman obtains a non-traditional job, she may have difficulty coping with:

1) the dangers that exist in some jobs (Item Q-9, f = .586; or 2) working with men all the time (Item Q-8, f = .451).

Factor 14 is concerned with the attitude that in non-traditional jobs, men are superior to women. More specifically, women may be reluctant to seek training in non-traditional fields because they feel men are more intelligent than women (Item F-1, f = -.442); and, they may have doubts about their ability to do the job even if they do complete the training (Item F-3, f = -.489).

Women may be deterred because they fear failure and/or dissatisfaction in non-traditional training programs or jobs, Factor 15. This factor is represented by attitudes that: 1) a woman doesn't want to make a career decision (Item N-8, f = .605); 2) she won't accept the responsibility for overcoming her deficiencies in order to get into a training program (Item J-14, f = .603); or 3) she is afraid it would be a mistake (Item N-9, f = .579).

Factor 16 represents the myths perpetuated about women who are successful in non-traditional fields. A woman may feel that success in this field means: 1) men wouldn't want to associate with her socially (Item K-4, f = -.586); or 2) she might start to look masculine (Item N-11, f = -.554).

A woman may be deterred from seeking training for a non-traditional job because she doesn't have the financial resources needed for training (Items F-6 through F-9, f = .584, .554, .586, and .508 respectively). These attitudes are reflected in Factor 17.

In order to assess the efficiency of the survey instrument, its

Table 2

Pearson Correlation Coefficients of Each Item With the Sum of All Other Items

Item	Pearson r	Probability	Mean	Standard Deviation
A				
1	.41	.001	3.47	1.22
2	.47	.001	2.83	1.18
3	.39	.001	3.09	1.19
4	.47	.001	3.35	1.21
5	.41	.001	3.58	1.26
6	.48	.001	3.73	1.21
7	.40	.001	3.58	1.23
8	.44	.001	2.50	1.25
B				
1	.46	.001	3.26	1.06
2	.26	.001	3.04	1.14
3	.33	.001	3.14	1.20
4	.34	.001	2.51	1.10
5	.34	.001	2.25	.93
C				
1	.32	.001	2.41	.94
2	.37	.001	2.65	1.03
3	.34	.001	2.47	1.04
4	.44	.001	2.70	.97
5	.39	.001	2.49	1.06
6	.45	.001	3.29	1.07
D				
1	.43	.001	2.72	1.02
2	.38	.001	2.67	1.08
3	.38	.001	2.28	.96
4	.42	.001	2.47	1.02
5	.41	.001	2.65	.95
6	.41	.001	2.78	.94
7	.45	.001	2.54	1.00
8	.48	.001	2.44	1.05
9	.46	.001	2.66	1.01
10	.48	.001	2.58	1.03
E				
1	.47	.001	3.18	1.18
2	.54	.001	3.16	1.20
3	.51	.001	3.12	1.07
4	.51	.001	3.11	1.16

Table 2 (cont'd)

Pearson Correlation Coefficients of Each Item
With the Sum of All Other Items

Item	Pearson$_r$	Probability	Mean	Standard Deviation
E				
5	.50	.001	3.31	1.02
6	.49	.001	3.69	1.16
7	.50	.001	3.55	1.36
8	.48	.001	3.83	1.33
F				
1	.43	.001	4.16	1.02
2	.48	.001	3.80	1.22
3	.52	.001	3.59	1.10
4	.50	.001	3.21	1.21
5	.45	.001	3.03	1.06
6	.35	.001	3.21	1.16
7	.41	.001	3.27	1.13
8	.48	.001	2.54	1.03
9	.43	.001	2.85	1.15
10	.50	.001	3.58	1.23
11	.49	.001	2.85	1.19
G				
1	.01	.438	2.94	1.09
2	.35	.001	2.26	.89
3	.33	.001	2.31	.90
4	.42	.001	2.33	.94
5	.42	.001	3.12	1.01
6	.49	.001	2.83	1.15
H				
1	.42	.001	2.54	1.12
2	.41	.001	4.06	.87
3	.47	.001	2.78	1.23
4	.31	.001	2.89	1.22
5	.40	.001	4.17	.87
6	.44	.001	4.30	.98
7	.46	.001	3.65	1.18
8	.42	.001	4.31	.91
9	.47	.001	4.23	1.10
I				
1	.45	.001	4.00	1.21
2	.33	.001	3.09	1.36
3	.37	.001	4.00	1.06
4	.41	.001	3.55	1.28
5	.39	.001	3.83	1.18
6	.44	.001	4.07	1.09

Table 2 (cont'd)

Pearson Correlation Coefficients of Each Item With the Sum of All Other Items

Item	Pearson$_r$	Probability	Mean	Standard Deviation
J				
1	.42	.001	3.63	1.05
2	.47	.001	2.49	.98
3	.57	.001	3.17	1.13
4	.43	.001	2.14	.91
5	.49	.001	2.55	1.07
6	.40	.001	3.40	.99
7	.37	.001	3.46	.90
8	.40	.001	3.26	1.03
9	.48	.001	3.16	1.05
10	.46	.001	3.08	1.07
11	.40	.001	3.55	.96
12	.52	.001	3.89	.91
13	.44	.001	3.09	1.06
14	.47	.001	3.63	1.03
15	.46	.001	2.11	.78
16	.36	.001	2.49	.89
K				
1	.49	.001	2.72	1.15
2	.47	.001	3.67	.99
3	.50	.001	4.10	.88
4	.50	.001	3.93	.89
5	.56	.001	3.88	1.07
6	.52	.001	2.89	1.24
7	.47	.001	2.93	1.13
8	.42	.001	4.17	1.04
9	.56	.001	4.17	1.05
L				
1	.23	.001	3.96	1.00
2	.39	.001	2.85	1.11
3	.41	.001	2.54	1.06
4	.46	.001	3.68	.91
5	.41	.001	2.41	.92
M				
1	.38	.001	3.97	1.22
2	.38	.001	4.04	.93
3	.29	.001	3.98	1.13
4	.40	.001	3.81	1.12
5	.30	.001	4.77	.59
6	.23	.001	4.45	.87

Table 2 (cont'd)

Pearson Correlation Coefficients of Each Item
With the Sum of All Other Items

Item	Pearson $_r$	Probability	Mean	Standard Deviation
N				
1	.57	.001	3.20	1.10
2	.48	.001	3.61	.99
3	.66	.001	3.15	1.11
4	.58	.001	3.44	1.04
5	.57	.001	2.96	1.04
6	.53	.001	3.44	1.03
7	.61	.001	3.09	1.06
8	.50	.001	3.65	.96
9	.55	.001	3.29	1.02
10	.47	.001	3.97	.97
11	.47	.001	4.24	.92
12	.34	.001	3.49	1.05
13	.51	.001	3.22	1.07
14	.59	.001	3.29	1.13
15	.52	.001	3.69	.86
16	.57	.001	3.13	1.01
17	.50	.001	3.05	1.11
18	.52	.001	2.92	1.11
19	.56	.001	3.22	1.07
20	.57	.001	3.27	1.20
O				
1	.41	.001	2.31	1.07
2	.55	.001	2.78	1.11
3	.51	.001	3.09	1.15
4	.32	.001	3.47	1.12
5	.53	.001	3.31	1.14
P				
1	.34	.001	4.31	.81
2	.37	.001	4.35	.78
3	.46	.001	3.83	1.23
4	.49	.001	3.82	1.14
5	.41	.001	4.23	.95
6	.51	.001	4.19	.98
7	.43	.001	4.02	1.03
8	.35	.001	4.43	.75
9	.32	.001	4.31	.92
10	.34	.001	3.89	1.09
11	.37	.001	4.43	.75
12	.53	.001	3.79	1.10

Table 2 (cont'd)

Pearson Correlation Coefficients of Each Item
With the Sum of All Other Items

Item	Pearson $_r$	Probability	Mean	Standard Deviation
Q				
1	.54	.001	2.58	1.10
2	.55	.001	2.63	1.11
3	.56	.001	2.81	1.16
4	.49	.001	2.96	1.09
5	.54	.001	2.64	1.09
6	.58	.001	2.69	1.08
7	.63	.001	2.56	1.15
8	.32	.001	3.59	.98
9	.32	.001	3.11	1.07
10	.48	.001	2.74	1.14
11	.46	.001	3.33	1.12
R				
1	.47	.001	2.22	1.00
2	.38	.001	3.43	1.07
3	.46	.001	2.70	1.03
4	.55	.001	2.55	1.04
5	.56	.001	3.06	1.01
6	.55	.001	2.45	1.06
7	.43	.001	2.50	1.05
S				
1	.50	.001	3.24	1.17
2	.51	.001	2.96	1.12
3	.38	.001	3.83	.84
4	.47	.001	3.64	.96
5	.46	.001	2.83	1.20
6	.29	.001	3.38	1.12
7	.43	.001	3.36	.95
8	.39	.001	2.74	1.00
9	.36	.001	3.38	1.04
10	.51	.001	3.19	1.09
11	.46	.001	2.51	1.20
T				
1	.58	.001	2.40	1.08
2	.52	.001	2.40	1.04
3	.48	.001	3.38	1.16
4	.49	.001	2.88	1.24
5	.54	.001	2.71	1.15
6	.54	.001	3.15	1.16
7	.60	.001	2.87	1.22
8	.53	.001	3.02	1.12

Table 2 (cont'd)

Pearson Correlation Coefficients of Each Item
With the Sum of All Other Items

Item	Pearson $_r$	Probability	Mean	Standard Deviation
T				
9	.53	.001	2.61	1.06
10	.49	.001	3.71	1.07
11	.52	.001	2.95	1.26
12	.61	.001	3.01	1.28
13	.55	.001	2.99	1.18
U				
1	.57	.001	3.40	1.09
2	.59	.001	3.39	1.11
3	.60	.001	2.87	1.22
4	.48	.001	2.84	1.16
5	.49	.001	3.20	1.13
6	.43	.001	3.62	1.15
7	.54	.001	3.84	1.02
8	.61	.001	2.65	1.15
9	.52	.001	2.89	1.27
10	.55	.001	3.54	1.04
11	.54	.001	3.39	1.11
12	.60	.001	3.17	1.20
13	.56	.001	3.08	1.20
14	.57	.001	2.83	1.18
15	.55	.001	3.11	1.10
16	.52	.001	3.01	1.23

2.65

Table 3

Rotated Factor Matrix for Seventeen Orthogonal Factors

	Factors																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
A																	
1	056	-015	318	024	146	080	036	143	052	-220	217	-093	-011	076	106	-176	047
2	101	093	239	-189	226	098	-037	180	057	-018	115	100	076	203	246	-131	023
3	255	048	317	-326	095	042	094	149	-111	-029	116	169	-077	095	-089	-267	-113
4	083	229	217	-158	091	109	000	471	051	-017	204	002	056	123	246	-106	-108
5	080	215	229	-036	060	018	121	576	084	042	188	-019	-012	-072	202	-010	076
6	145	182	197	-115	075	066	063	524	095	030	127	046	028	-181	201	-180	034
7	184	-007	261	-025	125	055	052	112	-008	-161	088	064	-021	023	021	-433	-039
8	405	054	224	-087	235	-007	-077	100	-010	-163	161	025	-091	034	002	-083	080
B																	
1	135	108	139	-168	126	091	-115	063	167	-136	445	-034	086	-061	082	-087	023
2	-038	083	052	010	003	-006	-066	152	045	-082	653	-127	012	-088	152	030	106
3	-014	078	054	-057	044	116	007	183	020	-070	623	-110	067	-102	121	-084	063
4	183	072	053	-182	237	037	038	-070	060	001	384	034	000	008	024	-017	086
5	107	003	139	-261	147	087	020	-049	013	031	449	027	-051	-124	068	-027	-007
C																	
1	208	-095	095	-110	461	-109	-003	-056	-066	-098	278	-005	-017	047	-030	-186	-025
2	215	-027	227	-047	432	-143	-068	-149	011	040	357	-066	-095	064	-109	-189	013
3	219	-006	209	019	359	-147	013	-054	028	061	334	001	-184	078	-062	-154	058
4	195	-021	241	-002	327	088	-116	054	203	116	305	044	018	102	077	-027	066
5	177	-004	150	-138	126	059	-027	-009	-098	-055	444	-112	-084	015	121	-050	211
6	154	006	139	-077	252	172	008	084	040	040	334	-086	173	-032	182	-051	068
D																	
1	168	037	205	-104	566	029	055	106	028	115	114	-008	-010	-040	013	-107	-022
2	141	025	054	-085	586	191	-026	152	-012	008	095	154	067	-044	070	-113	021
3	407	-032	127	055	487	029	126	041	006	-033	049	044	-050	038	022	-077	-027
4	230	034	125	005	656	110	-039	010	031	-185	042	017	060	-009	053	049	105

Table 3 (Cont'd)

	Factors																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
5	377	080	142	095	467	091	014	-053	052	-045	130	030	-099	044	017	-038	-035
6	272	103	128	089	555	144	-032	-034	010	025	102	-069	-021	-017	040	-102	-148
7	240	-019	085	-072	788	102	060	005	049	-063	-105	-040	-052	015	128	-058	-005
8	229	023	073	-085	663	183	032	025	040	-080	-012	-132	067	-037	130	-041	064
9	161	030	096	-112	673	069	045	-041	077	-082	041	-053	042	-158	078	013	173
10	262	046	132	-073	671	084	064	039	048	-004	032	-088	-042	-053	068	012	154
E																	
1	133	002	207	039	313	467	-043	-012	-014	145	118	-043	186	024	101	-344	-017
2	148	088	248	-016	367	473	-024	014	097	030	033	-043	132.	044	076	-316	025
3	128	090	168	-083	366	383	-117	-100	086	062	110	090	158	-131	119	-191	110
4	071	112	224	-121	389	496	-183	-094	087	001	059	026	-017	-028	018	-298	146
5	246	060	159	-091	310	494	-003	093	-029	-047	113	-036	054	-120	072	-167	002
6	061	031	168	-049	189	590	014	068	234	-056	188	-173	001	-019	112	-193	032
7	065	083	196	-082	264	628	025	048	150	-087	031	-104	-071	-101	063	-247	029
8	056	090	170	-052	170	604	-035	024	265	-061	009	-208	-055	-126	071	-216	036
F																	
1	038	139	202	-114	086	053	-111	096	267	-043	058	-110	021	-546	174	-078	-023
2	078	237	198	-105	054	181	-050	078	233	077	152	-030	-010	-558	159	-078	039
3	-000	204	205	-101	147	118	-046	117	179	109	176	040	013	-489	408	-070	027
4	129	168	160	-226	076	127	-038	-112	203	-014	110	018	075	-442	239	-116	-027
5	149	102	159	-169	029	145	029	-044	244	-096	151	069	131	-085	281	132	244
6	068	138	063	-170	010	029	-078	067	125	-007	072	084	063	024	312	083	584
7	020	182	050	-249	059	118	-021	078	088	009	072	000	039	023	313	-071	554
8	206	056	186	-138	183	021	014	-042	139	-088	162	-130	-004	024	120	011	586
9	110	063	155	-143	168	-025	-049	-019	021	046	261	-165	-002	-037	167	-058	508
10	089	083	149	-288	041	204	-147	-089	323	-037	148	-097	090	-184	142	-152	135
11	103	113	100	-345	117	087	-040	032	176	076	158	-138	032	-136	206	-120	231
G																	
1	-084	048	-031	-070	-145	010	-516	-078	-017	005	041	036	055	-104	091	-045	022

2.66

Table 3 (Cont'd)

	Factors																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
2	038	111	091	-331	101	198	-370	017	059	-030	131	176	-097	033	260	123	251
3	013	072	102	-285	118	122	-457	-009	024	-006	114	058	-009	011	258	048	102
4	020	120	120	-308	083	108	-272	-014	088	-048	173	084	066	045	346	037	236
5	168	074	069	-092	229	209	-128	-186	097	011	022	-031	111	058	102	-345	102
6	330	041	132	-193	255	078	109	-114	040	-013	017	007	-034	051	211	-200	166
H																	
1	083	017	097	-406	086	084	-040	005	279	-174	121	078	106	-036	113	-082	214
2	032	059	026	-079	199	164	-014	156	123	-020	010	-124	118	-105	145	-534	063
3	237	001	260	-261	216	042	-050	-136	040	-104	022	031	-026	-098	-046	-346	068
4	114	146	139	-063	110	062	020	-125	-077	-177	030	085	204	-088	-028	-247	163
5	071	163	127	065	009	179	045	073	180	-027	-020	001	072	-154	156	-410	174
6	096	156	098	-005	-001	223	149	172	245	035	005	-079	-016	-170	189	-391	078
7	273	048	159	-074	063	018	021	019	066	-049	039	-037	086	-168	062	-442	174
8	087	317	126	-057	-013	-023	057	199	277	086	004	-122	040	-187	150	-292	050
9	048	248	202	-177	142	-085	109	163	339	199	-007	-039	-091	-153	195	-214	031
I																	
1	005	157	131	-103	070	091	092	112	698	-015	004	-099	018	-135	146	-132	033
2	-023	102	070	-101	078	061	-062	-038	669	-081	001	-031	154	-055	042	-034	157
3	065	128	030	-010	031	014	071	048	672	-080	-064	-091	-068	-157	174	-128	-022
4	076	168	043	-104	030	068	-082	-030	707	-020	051	-016	-070	028	238	-027	061
5	037	200	099	-056	-031	163	-034	001	629	-025	077	-076	071	-003	061	-143	-001
6	-015	269	134	-098	101	-035	130	017	467	-022	093	-048	-006	-002	216	-112	020
J																	
1	118	-002	087	-197	-041	075	-068	-085	193	-118	160	-153	-036	-162	346	-123	102
2	195	-047	225	-483	057	-075	-159	-019	211	-218	169	-027	061	-203	040	-065	074
3	319	014	225	-141	092	-100	059	019	094	-148	134	-112	018	-144	355	-205	113
4	132	006	079	-661	113	-041	-044	122	133	006	100	039	029	-066	282	-019	090
5	233	001	027	-623	076	094	-074	056	139	-026	072	-075	034	-122	216	-119	132

2.67

Table 3 (Cont'd)

	Factors																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
6	032	103	036	-169	082	061	-028	083	078	-195	072	-070	085	-128	467	-050	024
7	187	152	023	109	-018	059	-148	-010	059	-154	-086	041	226	-089	383	-243	131
8	080	141	-013	-072	076	014	-076	121	124	-132	056	061	-157	-064	555	-135	109
9	244	103	124	-046	101	095	136	-078	-032	-167	128	-124	-004	-063	361	-089	202
10	168	088	198	-136	031	073	217	017	032	-191	143	-093	-082	046	430	029	102
11	068	156	018	-038	-005	126	-150	140	152	-038	-051	-016	-023	-130	575	-061	148
12	040	248	210	086	069	019	-029	108	153	-047	-028	-044	092	-296	521	-202	049
13	068	132	061	-357	043	102	-119	071	043	-006	015	010	-099	-046	468	-110	178
14	073	323	038	078	080	036	-098	019	042	-143	016	-007	-040	-140	603	-086	114
15	248	088	099	-287	116	002	-081	071	123	-103	076	107	-098	-083	373	113	158
16	201	-152	111	-240	258	-115	-212	088	-019	-109	-018	-094	066	-095	293	044	179
K																	
1	506	029	140	010	224	132	-011	-026	-022	-028	002	030	-000	037	075	-391	-040
2	229	226	142	031	049	114	167	107	134	-038	010	-121	070	-021	148	-363	019
3	100	233	141	-015	095	227	-018	056	238	-049	019	-147	038	041	087	-586	-107
4	237	213	190	-039	020	065	023	-060	057	008	077	038	-032	017	170	-601	-078
5	387	186	236	070	061	167	017	-010	072	-027	051	-152	-070	-032	080	-511	-041
6	527	117	125	-176	246	077	081	-031	020	056	-025	-114	-133	-115	078	-273	-083
7	468	103	198	-003	121	-020	105	-187	166	041	006	-078	031	-099	038	-214	-005
8	283	098	225	029	038	037	-152	-048	049	-000	028	-099	-122	010	072	-507	-107
9	326	184	262	-059	083	104	-074	012	059	009	102	-128	-117	-022	105	-416	012
L																	
1	-009	113	053	025	-117	014	-173	-035	296	-016	052	-033	-040	-152	322	-069	-107
2	300	-004	232	-273	018	-068	-022	014	029	117	164	-143	-156	152	164	015	065
3	481	-015	153	-113	173	-053	-130	-106	-084	-065	077	-089	-003	-075	020	-078	172
4	175	214	204	021	053	223	050	-193	124	060	034	-066	029	115	351	-093	078
5	208	050	226	-341	060	056	-035	050	048	-051	107	-066	078	189	115	031	171

2.68

Table 3 (Cont'd)

	Factors																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
M																	
1	190	195	182	-076	-006	097	051	-074	074	011	076	-463	-076	039	-024	-172	004
2	200	217	222	015	021	134	-045	-025	-017	076	108	-265	-079	-082	059	-083	165
3	029	228	113	093	055	153	045	-017	100	-019	082	-472	029	-019	094	-019	027
4	163	088	190	-032	005	157	019	055	082	-111	108	-475	053	-039	107	-063	081
5	002	173	044	-006	058	050	-253	039	264	-014	101	-352	-032	-243	116	-151	-073
6	049	212	084	007	039	-039	063	023	108	048	057	-500	-013	-012	-029	-161	024
N																	
1	328	064	284	-114	169	045	-099	024	087	-037	016	-071	103	-080	272	-234	-149
2	037	130	203	-097	-017	006	064	078	168	-010	069	-037	217	-063	503	-168	-051
3	298	125	324	-196	122	019	015	086	172	069	055	-065	125	-089	398	-160	-030
4	140	192	213	-120	186	030	138	021	216	110	059	-060	070	101	459	-141	037
5	527	053	261	-061	157	-015	135	-066	053	000	057	-010	049	-031	132	-269	051
6	150	083	245	-158	044	-035	-097	033	083	135	208	-022	149	-165	453	-081	048
7	345	123	207	-193	069	177	-023	007	079	167	175	073	006	013	454	-157	-048
8	152	201	159	036	050	-053	042	046	120	-027	080	-033	107	017	605	-055	072
9	164	124	153	-167	145	003	-008	-053	104	048	011	-086	108	080	579	-133	055
10	040	135	138	-052	048	052	-060	165	324	084	-058	-078	139	-134	357	-351	-051
11	108	142	075	-012	022	096	-079	-031	169	105	095	-163	111	048	279	-554	-001
12	129	090	009	-060	-002	-098	-131	024	124	147	-015	034	312	086	438	-199	103
13	514	083	153	-080	198	016	-051	-038	-065	011	021	-070	-016	-064	162	-115	200
14	435	082	227	-177	087	170	023	061	-020	120	132	-082	-003	-082	397	-084	-012
15	174	142	157	-160	029	111	-035	-149	-001	-068	095	-082	209	066	364	-263	091
16	408	179	170	-281	012	180	115	-094	047	024	240	073	201	055	277	-037	059
17	165	161	064	-338	037	148	062	083	445	044	039	004	191	046	319	008	055
18	173	135	242	-322	064	059	019	108	092	109	060	-030	026	048	401	008	024
19	328	265	233	-084	181	141	022	016	008	-008	051	-175	002	077	334	-005	-127
20	382	172	232	-078	098	109	087	-014	070	018	045	-148	-153	004	325	-180	-117

2.69

Table 3 (Cont'd)

	Factors																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
O																	
1	176	196	112	-319	052	102	-053	-063	207	044	233	-016	076	-111	085	102	089
2	522	031	256	-106	105	108	045	-065	-014	131	246	-163	006	004	077	-111	114
3	163	339	163	-029	-008	206	-072	060	103	-082	250	-023	094	-089	366	061	024
4	158	262	-035	-033	-005	-036	-156	074	061	-169	046	-138	108	-058	258	-029	118
5	430	291	113	-054	144	079	071	-052	015	037	124	-247	060	138	151	-118	095
P																	
1	-023	600	077	013	026	-100	026	063	161	056	-027	-062	-052	028	182	-155	103
2	030	658	039	-007	041	-037	-138	-006	030	-071	-061	-066	059	-060	196	-195	097
3	140	572	162	-116	079	060	056	248	122	041	181	013	-151	-054	160	046	022
4	154	692	240	-034	026	030	-039	158	128	004	143	003	-009	-004	090	030	026
5	053	715	134	105	036	069	025	031	099	046	057	033	-048	-025	158	-112	115
6	107	645	182	-035	074	110	145	096	148	005	154	-056	-093	-022	152	-038	115
7	008	695	053	-048	-006	048	038	-023	233	004	035	014	069	-066	244	-117	071
8	035	567	041	-031	-033	086	-023	-057	055	-045	035	-230	118	003	178	-111	-017
9	033	679	-032	-103	-007	-054	-025	010	081	-091	-102	-175	288	-064	097	-179	-063
10	078	552	023	-074	025	045	-117	014	122	-027	-127	-160	343	-094	079	-063	034
11	071	623	-004	-076	-019	111	-235	-017	142	-048	014	-246	118	-148	084	-114	-093
12	311	294	247	036	065	156	-077	-115	-006	-051	037	-082	099	-195	116	-296	-074
Q																	
1	602	000	157	-139	255	035	-043	152	010	-060	036	-007	062	-007	128	-075	092
2	673	-041	156	-091	184	-009	019	088	093	-053	067	-149	115	074	154	-042	-048
3	503	-000	214	-023	154	035	014	-052	040	-035	068	030	255	-066	212	-213	073
4	652	-003	225	-018	135	001	019	032	-018	052	039	-104	054	024	065	-101	012
5	744	043	178	-013	094	068	-014	141	-023	-041	021	-001	100	035	072	-085	008
6	735	-019	185	-074	182	096	-139	119	051	-005	007	-115	005	-027	097	-054	063
7	691	182	272	-048	161	078	040	106	074	008	008	056	016	-082	108	-058	-030
8	312	232	-023	-043	-043	-039	007	067	097	-127	091	036	451	-062	162	-049	-143
9	213	230	-054	-023	-014	070	-020	003	029	031	-019	029	586	-026	298	-018	104

Table 3 (Cont'd)

	Factors																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
10	534	129	236	-141	141	-010	-044	189	016	-119	016	088	170	-074	028	-033	-016
11	233	119	193	-091	-061	062	-015	001	256	-038	150	-078	369	001	080	-193	088
R																	
1	496	-050	184	-188	211	030	151	-111	094	-046	089	-082	103	-000	074	001	006
2	177	324	077	-073	064	165	156	-254	068	-039	114	127	070	-044	237	-024	-051
3	373	148	136	-099	186	038	001	-216	000	-031	086	125	181	-054	240	-027	008
4	572	018	248	-043	246	064	-014	-051	112	-083	-012	064	042	-069	083	-079	122
5	379	104	323	049	158	097	-076	-134	-003	-047	160	021	125	-018	175	-183	068
6	561	161	317	-028	181	-025	092	011	059	-006	-045	045	060	023	067	-062	071
7	436	081	096	-106	218	094	261	052	038	-046	014	172	-010	-050	141	035	206
S																	
1	078	-040	309	-170	172	100	198	067	051	-392	279	-068	000	036	184	-152	055
2	081	-018	349	-206	169	022	152	078	116	-403	247	030	-062	046	205	-096	080
3	008	108	350	003	145	030	-145	-165	063	-451	104	052	067	-049	105	-106	-074
4	-003	216	389	051	102	076	-017	-089	234	-463	202	-003	-026	-041	165	-018	028
5	202	037	360	-129	225	-027	243	001	027	-246	092	-026	031	019	108	-056	-042
6	012	210	129	-254	028	-118	143	147	088	-371	-117	-127	149	105	241	137	059
7	203	119	237	-076	063	-004	-132	-037	071	-294	-033	-064	313	176	193	-141	-036
8	124	-009	241	-202	110	105	-054	-022	038	-264	-011	-052	206	148	179	017	124
9	024	165	192	-164	-021	017	058	-085	062	-214	002	-015	174	080	336	053	144
10	208	045	353	-119	078	103	249	-061	059	-236	283	-164	-029	057	228	-021	-029
11	169	016	323	-280	064	037	289	035	057	-129	155	004	-043	-080	284	143	050
T																	
1	175	047	520	-350	109	148	159	-098	051	-141	143	018	-076	-034	104	-011	102
2	214	032	501	-333	109	059	164	-106	020	-165	098	022	-098	-069	026	032	167
3	138	-022	592	-104	182	016	-107	065	-049	184	095	-085	-012	-096	042	-096	074
4	176	042	635	-189	214	-082	052	-056	-047	042	006	-163	-099	001	012	-029	062
5	153	105	643	-153	226	-038	026	009	-084	028	012	007	037	-031	119	-074	000

Table 3 (Cont'd)

	Factors																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
6	097	090	752	052	098	-001	-005	-004	084	-100	120	-101	-002	-030	129	050	-063
7	258	050	686	-069	133	018	005	-047	073	-110	033	-109	-025	-056	026	-055	084
8	194	079	591	-099	100	052	-155	086	060	-085	026	-056	-048	131	023	-084	150
9	161	076	572	-026	146	085	045	-073	074	-015	050	076	040	002	151	-071	052
10	085	059	655	108	064	109	-132	017	-008	-047	-007	-121	080	-020	019	-278	-028
11	131	047	619	-128	073	166	-082	001	087	-105	-009	-090	-044	057	-009	-164	010
12	233	041	684	-070	096	161	-014	-007	135	-064	055	-063	-053	069	117	-055	-046
13	299	025	576	-047	005	048	-022	-011	088	-124	145	032	069	183	171	002	023
U																	
1	223	127	605	004	081	154	-001	094	091	-049	135	-058	002	-133	-031	-092	077
2	297	082	650	053	050	093	013	-008	079	000	027	-074	025	-061	-003	-228	030
3	262	068	621	-143	034	116	040	084	111	002	064	-093	-009	-145	023	-095	-015
4	106	061	624	-008	124	050	057	123	040	067	073	-039	-108	-115	109	052	009
5	105	111	681	030	008	-045	-043	052	061	-043	030	-090	084	028	104	012	015
6	073	010	625	068	095	-017	-055	158	-007	111	003	-035	-033	-139	053	-185	061
7	072	092	644	005	110	047	-047	188	049	003	057	-098	023	-171	037	-161	094
8	281	102	564	-173	025	098	090	-053	027	007	079	-026	116	-041	149	-064	186
9	169	013	568	-130	146	103	153	-006	012	003	066	028	-070	-132	135	-006	038
10	147	004	597	-047	062	036	003	-021	073	-069	025	035	140	-031	117	-310	-070
11	071	048	657	075	065	042	-030	032	033	-087	059	006	091	-011	226	-116	061
12	204	132	660	-030	-018	111	130	072	031	-042	-019	010	058	-072	134	-194	061
13	088	035	549	-158	004	047	026	027	179	-013	089	042	088	-065	313	-027	016
14	113	107	528	-194	-005	117	-116	091	260	-026	-019	013	-005	-061	232	020	155
15	249	006	569	-237	018	010	-054	-056	040	-056	-011	080	100	-031	045	-292	-009
16	045	130	405	-372	-015	-013	093	067	216	-037	048	069	173	019	255	-083	028

2.72

Table 4

Factors Deterring Women From Entering Non-Traditional Careers

Factors	Items	Factor Loading
1. Conceptions of male-dominated work environments	A. A woman may decide not to enter careers that are usually held by men because:	
	8) She feels that women have to be better (work harder, etc. than men to be successful in the same job.	.405
	G. Women who hold jobs in traditional female fields find it difficult to leave their jobs to acquire jobs traditionally held by men because:	
	6) They feel that the experience they had in a "female" job won't count for experience required in a male job.	.330
	K. A woman may feel that if she is successful in an occupation typically held only by men that:	
	1) Men feel uncomfortable with women in responsible positions.	.506
	6) She still will not be as respected as a male with similar success..	.527
	7) Men would still feel they would have to protect her from "unpleasant" experiences.	.468
	L. An employed woman may not be willing to risk seeking a job usually held by men because:	
	2) She feels she would risk her present occupation if she looked for another job.	.300
	3) She feels she wouldn't be paid as much as the man.	.481

Table 4 (cont'd)

Factor	Item	Factor Loading
N.	A woman may be reluctant to pursue a career in a field dominated by men because:	
	1) She is afraid of being rejected by the males with whom she would be working.	.328
	5) She feels that men in the occupation would insist that she play the woman's role.	.527
	13) She feels that she would be given the most miserable task(s) in the place.	.514
	14) She doesn't feel that she can convince an employer that she has the ability to do the job.	.435
	16) She would not have flexibility in moving in and out of the profession.	.408
	20) She doesn't feel she would get the job - so why try.	.382
O.	Women may have difficulty getting jobs usually held by men because:	
	2) They think that employers don't hire women for management positions.	.522
	5) They don't have the social connections to assure their getting the job.	.430
P.	Women do not seek the same careers as do men because:	
	12) They are rejected by other women if they become competent in a career dominated by men.	.311

Table 4 (cont'd)

Factor	Item	Factor Loading
	Q. A woman who obtains a job in an area dominated by men may find it difficult to cope with:	
	1) Being "talked down" to by men who are less competent than she.	.602
	2) The men's thinking she won't be able to do an effective job.	.673
	3) The resentment from the wives of the men with whom she works.	.503
	4) The feeling that no matter how well she does her job, she will not be promoted.	.653
	5) The negative attitude of men that she's taking the place of a male who should be in that job.	.744
	6) Getting less regard than men for doing the job well.	.735
	7) Men's attitude of superiority.	.691
	10) The feeling (by men) that they are better at technical things than women are.	.534
	R. A woman who works in jobs usually held by men:	
	1) Must earn respect rather than have it conferred on them as men do.	.496
	3) Has to put up with other women who are jealous of her success.	.373
	4) Gets criticism that relates to being female rather than job performance.	.572
	5) Resents having to become one of the "good ole boys."	.379

Table 4 (cont'd)

Factor	Item	Factor Loading
	R. (Continued)	
	6) Has to stand up for her rights in order to get promotions she deserves.	.561
	7) Has a boss that is male.	.436
2. Self-concept and perceptions of abilities	H. Women have traditionally remained in certain jobs and professions because they believe that:	
	8) A woman can't control her emotions well enough to be successful.	.317
	O. Women may have difficulty getting jobs usually held by men because:	
	4) They don't want to leave their hometown.	.262
	P. Women do not seek the same careers as do men because:	
	1) They lack ambition.	.600
	2) They can't stick with the discipline of preparation.	.658
	3) They lack self-confidence.	.572
	4) They are more timid than men.	.692
	5) They usually take the easy way out.	.715
	6) They cannot stand up for what they want.	.645
	7) They don't want to take the responsibility expected in these fields.	.695

Table 4 (cont'd)

Factor	Item	Factor Loading
	P. (Continued)	
	8) They can't sort out dreams from reality.	.567
	9) They aren't emotionally strong enough.	.697
	10) They are more suited for other careers because they are more sensitive and compassionate.	.552
	11) They are not good at decision making.	.623
	R. A woman who works in jobs usually held by men:	
	2) Has difficulty supervising other women.	.324
3. Reinforcement of stereotyped role by family	A. A woman may decide not to enter careers that are usually held by men because:	
	1) She wasn't told she could.	.318
	S. A woman is likely to choose to enter a "female" career (those usually dominated by women) because:	
	5) Books, TV, and magazines all portray women in stereotyped roles.	.360
	10) She has not been told to pursue other alternatives.	.353
	11) She is not aware of her own potential.	.323

Table 4 (cont'd)

Factor	Item	Factor Loading
	T. A woman's family may affect her career decision by:	
	1) Expecting her to have babies.	.520
	2) Expecting her to marry well.	.501
	3) Discouraging her from going to school.	.592
	4) Expecting her to please them rather than make her own career decision.	.635
	5) Putting too much pressure on her to do well in a *proper* career field.	.643
	6) Making all of her decisions for her .	.752
	7) Teaching her where a woman's place is in society.	.686
	8) Expecting her to work immediately to assist in supporting her family.	.591
	9) Protecting her.	.572
	10) Teaching her that career women are degenerate.	.655
	11) Teaching her that women are solely responsible for raising the family and taking care of the household operation.	.619
	12) Insisting that a woman can't be a good wife and have a career.	.684
	13) Allowing her to depend on them for financial support.	.576
	U. A woman may not go into a non-traditional or previously male-dominated career because:	
	1) Her family feels that academics were for men; easier studies are for women.	.605

Table 4 (cont'd)

Factor	Item	Factor Loading
U.	(Continued)	
	2) Her family told her that boys would not want to date girls who were too smart or who were career oriented.	.650
	3) Her parents felt the boy in the family should have priority for career training.	.621
	4) Her family gave little or no positive feedback regarding her career plans.	.624
	5) Her main desire is to please her parents.	.681
	6) Her parents do not appreciate the value of an education.	.625
	7) Her parents felt that professions that require a college degree are not for women.	.644
	8) Her family wanted her to do what was safe and secure.	.564
	9) There are no career oriented, professional role models in her immediate family.	.568
	10) Her parents told her that she shouldn't work in a job that had a lot of men in it.	.597
	11) Her feeling that if her parents said so, it must be right.	.657
	12) Her parents want her to get married, take care of her husband, and provide grandchildren as soon as possible.	.660
	13) Her reluctance to leave home or to be completely independent.	.549
	14) Her feeling that her job was only temporary until marriage.	.528
	15) Her working mostly with men in a profession causes problems at home for her husband.	.569
	16) Her inability to be a mother, housekeeper, and career woman all at the same time.	.405

Table 4 (cont'd)

Factor	Item	Factor Loading
4. Establishing priorities with regard to family responsibilities and career needs	A. A woman may decide not to enter careers that are usually held by men because:	
	3) Her husband would be jealous of her success.	-.326
	F. A woman may be reluctant to seek training for a career usually held by men because:	
	11) She couldn't be away from her family for training programs that are offered in the evening	-.345
	H. Women have traditionally remained in certain jobs and professions because they believe that:	
	1) A woman should be supportive of her husband's career	-.406
	J. A woman may have difficulty getting qualified and staying qualified for jobs traditionally held by men because:	
	2) She finds it necessary to leave the training program to follow her husband or family.	-.483
	4) She feels that she can't leave her family to go to a training program in another state.	-.661
	5) She feels that she can't go out of town for training sessions or conferences.	-.623

Table 4 (cont'd)

Factor	Item	Factor Loading
	L. An employed woman may not be willing to risk seeking a job usually held by men because:	
	5) She feels an immediate obligation to help her family financially.	-.341
	O. Women may have difficulty getting jobs usually held by men because:	
	1) Women can't pick up and move to a job as easily as a man.	-.319
5. Attitude of others at the entry and training levels	C. If a woman seeks information about non-traditional occupations (those usually held by men) she may find that:	
	1) She has difficulty overcoming negative feedback from the sources of occupational information.	.461
	2) She has difficulty getting people to talk to her about these occupations.	.432
	3) She has difficulty getting information about openings in these occupations.	.359
	4) She may have difficulty overcoming the pressure to look at information about jobs that are traditionally female.	.327
	D. A woman who attempts to get training in a male dominated field is likely to feel that persons offering the training programs:	
	1) Are not interested in her.	.566

Table 4 (cont'd)

Factor	Item	Factor Loading
	D. (Continued)	
	2) Think that she would not be able to do the work.	.586
	3) Think of her as a female, rather than someone seriously interested in pursuing a career.	.487
	4) Would have the perception that women would not "stay with" the training program.	.656
	5) Would recruit her into a female dominated occupational training program.	.467
	6) Do not think she could get a job in the occupation for which they offered training.	.555
	7) Think that the occupation for which they offer training "just isn't for women."	.788
	8) Think that even if you can train her, she won't be physically strong enough for the job.	.633
	9) Think she won't like the working conditions.	.673
	10) Think she won't fit in with those already in the profession.	.671
6. Attitudes of friends	E. A woman who makes plans to enter a career usually sought only by men is likely to feel that her friends think that:	
	1) She isn't feminine.	.467
	2) "Ladies" shouldn't seek that kind of career.	.473
	3) She won't be satisfied with the job.	.383
	4) She should seek a job in an area where more women are employed.	.496

Table 4 (cont'd)

Factor		Item	Factor Loading
	E.	(continued)	
		5) She won't have job security.	.498
		6) Women shouldn't want a lifetime career.	.590
		7) Women should be teachers, secretaries, nurses or homemakers.	.628
		8) Women should be satisfied with their lot--having children, keeping house, taking care of their husbands.	.604
7. Security in traditional jobs	G.	Women who hold jobs in traditional female fields find it difficult to leave their jobs to acquire jobs traditionally held by men because:	
		1) They like their present job.	-.516
		2) They don't want to give up their job security.	-.370
		3) They know they can be successful in the job they hold.	-.457
8. Self-concept as a working professional	A.	A woman may decide not to enter careers that are usually held by men because:	
		4) She doesn't want to compete.	.471
		5) She doesn't see herself as a professional.	.576
		6) She doesn't feel that she is as competent as the man in the field.	.524

Table 4 (cont'd)

Factor	Item	Factor Loading
9. Myth . . . "A woman's place is in the home."	F. A woman may be reluctant to seek training for a career usually held by men because:	
	10) She would feel that any money available to pay for training for these kinds of jobs should go to her husband or other male members of the household.	.323
	H. Women have traditionally remained in certain jobs and professions because they believe that:	
	9) A woman is too old to return to school after she has taken time to raise a family.	.339
	I. A woman may not prepare for any career because:	
	1) A woman's place is in the home.	.698
	2) A woman should be a wife and mother first.	.699
	3) Men will take care of them anyway.	.672
	4) A woman should not work when she has children.	.707
	5) A woman should not work unless it is financially necessary.	.629
	6) A woman doesn't have the energy to deal with a career and housework too.	.467
	N. A woman may be reluctant to pursue a career in a field dominated by men because:	
	17) These careers wouldn't give her time to be a mother.	.445

Table 4 (cont'd)

Factor	Item	Factor Loading
10. Choosing to follow traditional job pattern	S. A woman is likely to choose to enter a "female" career (those usually dominated by women) because:	
	1) Others tell her to.	-.392
	2) Her friends chose it too.	-.403
	3) Her friends couldn't make it in other fields.	-.451
	4) Her friends didn't want a career.	-.463
	6) She lacks a commitment to any career.	-.371
	8) Persons employed in the career will be supportive of her.	-.264
11. Obtaining information about non-traditional jobs and training	B. Information about careers usually held by men:	
	1) May be difficult to relate to for a woman.	.445
	2) May never be sought by women.	.653
	3) May never be reviewed seriously by a woman.	.623
	4) May take extra effort to obtain as compared to information concerning occupations typically held by females.	.384
	5. May not be available in the form of a female role model.	.449
	C. If a woman seeks information about non-traditional occupations (those usually held by men) she may find that:	
	5) She may have difficulty knowing where to start looking for information needed.	.444
	6) She has difficulty accepting the possibility of upsetting anyone looking at information concerning non-traditional occupations.	.334

Table 4 (cont'd)

Factor	Item	Factor Loading
12. College education for women	M. College education for a woman:	
	1) Isn't worth as much as it is for a man.	-.463
	2) Isn't supported by a girl's parents if she wants to enter a profession.	-.265
	3) Makes it harder to get a job than if she hadn't gone to college.	-.472
	4) Is usually just an insurance policy in case she has to work.	-.475
	5) Is a waste of time since a women doesn't need to know anything anyway.	-.352
	6) Reduces her options for employment.	-.500
13. Fear of the non-traditional job setting	Q. A woman who obtains a job in an area dominated by men may find it difficult to cope with:	
	8) Working with men all the time.	.451
	9) The dangers that exist in some jobs.	.586
	11) The conflict with the religious teaching that stress the role of a woman as that of a wife and mother.	.369
	S. A woman is likely to choose to enter a "female" career (those usually dominated by women) because:	
	7) She knows of women who are unhappy in other careers.	.313

Table 4 (cont'd)

Factor	Item	Factor Loading
14. Superiority of men in non-traditional jobs	F. A woman may be reluctant to seek training for a career usually held by men because:	
	1) She feels that men are more intelligent than woman.	-.546
	2) She feels that men are more competent than woman in some areas such as math and science.	-.558
	3) She has doubts about her ability to do the job even if she did finish the training.	-.489
	4) She feels that women have less mechanical ability than men.	-.442
15. Fear of failure or dissatification in non-traditional job or training program	A. A woman may decide not to enter careers that are usually held by men because:	
	2) She doesn't want any hassle on the job.	.246
	F. A woman may be reluctant to seek training for a career usually heldby men because:	
	5) She feels that the "pay off" of training is quicker for the traditional jobs.	.281
	G. Women who hold jobs in traditional female fields find it difficult to leave their jobs to acquire jobs traditionally held by men because:	
	4) They want to stay where they are safe and secure.	.346

Table 4 (cont'd)

Factor	Item	Factor Loading
	J. A woman may have difficulty getting qualified and staying qualified for jobs traditionally held by men because:	
	1) She can't stay in school long enough.	.346
	3) She feels it would be difficult to get admitted to the educational or training program, so she never tries.	.355
	6) She is not willing to get more training to get back into a career after she has stepped out for a period of time.	.467
	7) She doesn't want to be like persons who hold these jobs.	.383
	8) She doesn't feel it is worth the hassle to get the required training.	.555
	9) She hasn't had anyone tell her to take the required prerequisites for the training program.	.361
	10) She usually enrolls in a school curriculum that doesn't prepare her for a job.	.430
	11) She doesn't want to tie herself down long enough to get the training.	.575
	12) She feels that the training programs would be too difficult for a woman.	.521
	13) She does not have time to pursue training for these kinds of jobs.	.468
	14) She won't accept responsibility for overcoming her deficiencies in order to get into a training or educational program.	.603
	15) She find it easier to get into and/or reenter jobs traditionally held by women.	.373
	16) She got a scholarship in another field and cannot financially afford to give it up in order to pursue the training in the male-dominated field.	-.293

Table 4 (cont'd)

Factor	Item	Factor Loading
L.	An employed woman may not be willing to risk seeking a job usually held by men because:	
	1) She isn't concerned with how much she makes.	.322
	4) She feels that a higher paying job would be less secure.	.351
N.	A woman may be reluctant to pursue a career in a field dominated by men because:	
	2) She doesn't want to try, if it appears to be too hard.	.503
	3) She feels there is a low probability of a woman being successful in the field.	.398
	4) She couldn't take the chance of not being successful.	.459
	6) She is afraid she may not be able to complete the training or schooling required for the job.	.453
	7) She is reluctant to apply or interview for jobs usually held by men.	.454
	8) She doesn't want to make a career decision.	.605
	9) She is afraid it would be a mistake.	.579
	10) She feels women should not compete in a man's world.	.357
	12) She feels that she wouldn't like doing the tasks that these jobs require.	.438
	15) She feels she won't have any privacy on the job.	.364
	18) She doesn't have the experience or training.	.401
	19) She doesn't feel she would be lucky enough to get it.	.334

Table 4 (cont'd)

Factor	Item	Factor Loading
	O. Women may have difficulty getting jobs usually held by men because:	
	3) They don't plan for a lifetime career.	.366
	S. A woman is likely to choose to enter a "female" career (those usually dominated by women) because:	
	9) She could never decide to prepare to enter a different kind of job.	.336
16. Myth... "The successful woman in a non-traditional job	A. Women may decide not to enter careers that are usually held by men because:	
	7) She would offend men by being successful.	-.433
	G. Women who hold jobs in traditional female fields find it difficult to leave their jobs to acquire jobs traditionally held by men because:	
	5) They are respected for the work they do now, but wouldn't be respected in the new field.	-.345
	H. Women have traditionally remained in certain jobs and professions because they believe that:	
	2) A woman degrades herself by taking a job usually held by men.	-.534

Table 4 (cont'd)

Factor	Item	Factor Loading
H.	(Continued)	
	3) Husbands object if wives make a higher salary than they do.	-.346
	4) A woman has a different set of values than a man.	-.247
	5) A woman shouldn't be out in the business world where she can hear all that "man talk".	-.410
	6) A woman shouldn't have a career.	-.391
	7) A woman will be propositioned if she works where men work.	-.442
K.	A woman may feel that if she is successful in an occupation typically held only by men that:	
	2) She could no longer be dependent on a man.	-.363
	3) She would lose her reputation as a lady.	-.586
	4) Men would not have anything to do with her socially.	-.601
	5) She will have to act the "dumb broad" part to keep from offending the less competent male.	-.511
	8) She will be considered homosexual.	-.507
	9) She will have to grant sexual favors to the men in order to advance.	-.416
N.	A woman may be reluctant to pursue a career in a field dominated by men because:	
	11) She is afraid she would start to look masculine.	-.554

Table 4 (cont'd)

Factor	Item	Factor Loading
17. Money for training	F. A woman may be reluctant to seek training for a career usually held by men because:	
	6) She is unable or not willing to forego income during training or graduate school for the non-traditional occupation.	.584
	7) She is not willing to go into debt in order to get the necessary training.	.554
	8) She has a low paying job which doesn't allow her to save enough to pay for additional training.	.586
	9) She doesn't know how to get financial aid for this kind of training.	.508

ability to discriminate among deterrent groups as well as the reduction of dimensions, three discriminant analyses were performed which indicated that the selected items and factors, do in fact, accurately discriminate among these groups (see Tables 5, 6, and 7).

The discriminant analysis using the 39 items with statistically significant ($p \leq .05$) main effect of deterrent group from the analysis of variance procedures resulted in two discriminant functions. The first function yielded large coefficients on items concerned with: 1) a woman's perceptions of the attitudes of others at the entry and training levels (Items D-4, 7, 9, 10); 2) the security in traditional jobs (Items G-1, 3); 3) fear of failure or dissatisfaction in the non-traditional job or training (Items J-8, 10); 4) a woman's self-concept and perception of her abilities (Items P-2, 10, 11); and 5) reinforcement of the stereotyped role by the family (Items S-11, T-1, 2, 7, U-1, 4). This function could be labeled "lack of confidence in ability to handle non-traditional jobs." This applies to women's attitudes as well as to the attitudes of others. The second function yielded large coefficients on items representing: 1) a woman's self-concept and perception of her abilities (Items P-2, 3, 10, 11); 2) fear of the non-traditional job setting (Item Q-9); 3) choosing to follow the traditional job pattern (Item S-6); and 4) reinforcement of the stereotyped role by the family (Items T-2, 7, U-1, 4). This second function could be named "role of female is more important than career role."

A 25% random sample of respondents was selected to test the adequacy of these functions in discriminating among the three deterrent groups. Twenty-two of the 64 cases selected could not be grouped because these respondents did not answer the question on the Personal Information sheet of the questionnaire referring to the extent to which they had considered a non-traditional career. An examination of the remaining 42 cases indicates that only one was incorrectly classified. Therefore, the two linear combinations of original variables do accurately discriminate among deterrent groups 98.1% of the time. An examination of the discriminant scores shows women giving a little consideration to non-traditional occupations have a higher discriminant score on the second function ($\overline{X} = .644$) than on the first ($\overline{X} = -3.839$) while women giving serious or no consideration have higher discriminant scores on the first function ($\overline{X} = 2.039$, .692 respectively), than on the second ($\overline{X} = 1.474$, -1.662 respectively). A high score on these functions indicates that respondents disagree with items having positive weights and agree with items having negative weights.

The second discriminant analysis utilized 45 items which showed significant differences ($p \le .05$) in the frequencies of responses by the three deterrent groups. This analysis resulted in two discriminant functions which differentiate among the deterrent groups. The first function had the largest coefficients on items concerning: 1) a woman's fear of failure and/or dissatisfaction in the non-traditional job or training program (N-2, 7, 15); 2) conceptions of the male-dominated work environment (N-16, Q-3); 3) self-concept and perception of abilities (P-2, 3, 11); 4) reinforcement of stereotyped role by the family (S-10, U-4); and 5) obtaining information about non-traditional jobs and training (B-3). This function could be labeled "lack of career planning and lack of encouragement to engage in planning." The second discriminant function is represented by items reflecting: 1) conceptions of the male-dominated work environment (N-16, P-12, Q-3, 4); 2) self-concept and perception of abilities (P-2, 3, 11); 3) fear of failure and/or dissatisfaction in the non-traditional job or training program (J-6, 8; N-2, 10, 12, 15); 4) reinforcement of stereotyped role by the family (S-10, 11; T-4; U-1, 4); and 5) making the choice to follow a traditional job pattern (S-1, 2). This function could be named "expectations that women should play a traditional role in a non-traditional field."

A 25% random sample of cases was selected to insure adequacy of discriminant functions in differentiating among the three deterrent groups. Fifteen of the 64 cases selected could not be classified because the respondents had not indicated their degree of consideration of a non-traditional career. Using scores on the discriminant functions, the remaining cases were classified with 100% accuracy. Discriminant scores indicate that women giving a little consideration to non-traditional occupations show higher scores on the second function ($\overline{X} = 1.881$) than on the first ($\overline{X} = -17.731$). Women giving serious consideration or no consideration have higher scores on the first function ($\overline{X} = 4.969, -2.905$ respectively).

A third discriminant analysis was performed using factor scores on the 17 orthogonal factors which were identified by the factor analysis procedure. This analysis also yielded two discriminant functions. (see Table 7). Those factors with large coefficients on the functions are enumerated below:

Factors	Function 1	Factors	Function 2
4	Establishing priorities with regard to family responsibilities and career needs (b = .64)	5	Attitude of others at entry and training level (b = -.44)
7	Security in traditional jobs (b = .49)	12	College education for women (b = .53)
9	Myth - "A woman's place is in the home" (b = .62)	15	Fear of failure and/or dissatisfaction in non-traditional job or training program (b = -.43)
10	Choosing to follow the traditional job pattern (b = .55)	16	Myths about the successful woman in a non-traditional job (b = -1.01)
12	College education for women (b = -.52)	17	Money for training (b = 1.49)

The first function will be referred to as barriers to entry which relate to security or safety in the traditional job setting. The second function will be referred to as barriers to entry related to insecurity or lack of knowledge concerning the non-traditional job setting.

Another random sample of 25% of the cases was selected to assess the adequacy of these functions in differentiating among the three deterrent groups. Fifteen of the 65 cases selected did not have an indication of actual group membership. Classification of the remaining 50 cases resulted in 80% accuracy in predicting actual group

Table 5

Discriminant Function Coefficients

Based on Items Identified by Analyses of Variance

	Standardized Discriminant Function Coefficients		
	Lack of Confidence in Ability to Handle Non-Traditional Jobs		The Role of Female Is More Important Than Career Role
Item	1	Item	2
P-11	2.38	P-11	1.91
T- 2	2.04	P- 2	1.45
U- 7	2.02	T- 7	.77
D- 7	1.54	K- 3	.76
J- 8	1.22	U- 4	.73
T- 7	1.18	A- 5	.68
J-10	.99	T- 1	.57
A- 6	.84	F- 8	.57
G- 1	.72	N- 1	.43
F- 8	.67	L- 1	.40
D- 3	.57	S-11	.39
N- 1	.50	D- 4	.33
O- 3	.39	D-10	.33
S- 2	.25	C- 2	.27
P- 3	.22	S- 5	.26
L- 1	.21	G- 1	.24
U- 1	.20	G- 3	.23
N-12	.13	J-10	.23
S- 5	.11	D- 7	.15
C- 2	.10	P- 9	.04
A- 5	.06	O- 3	-.00
S-10	-.02	N-12	-.04
J-15	-.06	B- 2	-.09
S- 6	-.08	S- 2	-.15
B- 2	-.12	J-15	-.20
P- 9	-.21	D- 9	-.24
Q- 9	-.44	T- 4	-.24
D- 7	-.60	A- 6	-.33
D- 5	-.62	D- 3	-.48
T- 4	-.94	S-10	-.51
U- 4	-.98	U- 7	-.60
P-10	-1.07	P- 3	-.75

Table 5 (cont'd)

	Standardized Discriminant Function Coefficients		
	Lack of Confidence in Ability to Handle Non-Traditional Jobs		The Role of Female is More Important Than Career Role
Item	1	Item	2
D- 4	-1.43	J- 8	-.75
T- 1	-1.44	Q- 9	-.80
D-10	-1.48	S- 6	-.88
S-11	-1.65	D- 5	-1.11
K- 3	-1.66	P-10	-1.12
G- 3	-1.73	U- 1	-1.38
P- 2	-2.03	T- 2	-1.58

Table 6

Discriminant Function Coefficients

Based on Items Identified by Chi Square

	Standardized Discriminant Function Coefficients		
	Lack of Career Planning and Lack of Encouragement to Engage in Planning		Expectation that women should play traditional role in non-traditional fields
Item	1	Item	2
P-11	11.16	P-11	41.59
S-10	10.32	A- 5	30.27
B- 2	10.03	O- 3	23.56
O- 3	7.76	J- 6	20.10
N- 7	6.67	N-16	18.84
N-16	6.57	K- 5	18.51
N-10	5.74	N-10	17.74
A- 5	5.17	U- 1	17.73
S-11	3.90	S-10	16.55
N- 8	3.36	S-11	15.54
J-14	2.71	B- 2	12.05
U- 1	1.71	O- 3	11.70
D- 5	1.54	T- 8	7.32
N- 4	1.40	A- 3	6.82
A- 1	.86	N- 7	6.51
G- 1	.82	J-13	5.62
J-12	.75	G- 1	4.50
J- 6	.66	S- 9	3.26
A- 3	.55	J-14	3.16
J-13	.52	A- 1	2.92
N- 1	.29	D- 7	1.96
O- 1	.28	N- 1	1.44
T- 2	-.28	N- 3	.33
S- 5	-.67	J-12	-1.26
K- 5	-.92	N- 8	-1.72
S- 2	-.98	D- 5	-2.06
J- 8	-1.15	L- 2	-3.02
O- 4	-1.76	N- 4	-3.12
T- 4	-2.18	T- 2	-4.81
S- 9	-2.56	O- 1	-5.88
N- 3	-2.72	S- 5	-6.63

Table 6 (cont'd)

Standardized Discriminant Function Coefficients

	Lack of Career Planning and Lack of Encouragement to Engage in Planning		Expectation that women Should Play Traditional Role in Non-Traditional fields
Item	1	Item	2
D- 7	-2.85	B- 4	-7.22
B- 4	-3.31	S- 2	-11.84
L- 2	-3.62	J- 8	-12.66
O- 3	-4.22	P- 2	-12.77
N-12	-4.67	I- 3	-13.34
P-12	-4.67	S- 1	-14.44
T- 8	-4.83	N-12	-17.15
S- 1	-4.95	T- 4	-21.38
P- 3	-6.92	N-15	-21.48
U- 4	-7.44	P- 3	-25.34
I- 3	-8.37	Q- 4	-25.48
N-15	-8.66	P-12	-31.25
N- 2	-11.02	N- 2	-32.20
P- 2	-14.54	U- 4	-33.00

Table 7

Discriminant Function Coefficients on

Seventeen Orthgonal Factors

	Standardized Discriminant Function Coefficients		
	Barriers Related to Security and Safety in Traditional Job Settings		Barriers Related to Insecurity or Lack of Knowledge in Non-Traditional Job Settings
Factor	1	Factor	2
4	.64	17	1.49
9	.62	12	.53
10	.55	7	.37
7	.49	8	.28
8	.44	4	.21
6	.40	10	.10
5	.35	6	.04
11	.19	3	.00
3	.15	13	-.00
1	-.07	1	-.03
13	-.10	2	-.15
2	-.12	11	-.20
17	-.16	14	-.25
14	-.36	9	-.27
15	-.39	15	-.43
16	-.48	5	-.44
12	-.52	16	-1.01

membership. An examination of the discriminant scores indicates that women who have given a little consideration to non-traditional occupations show slightly higher scores on the second function than on the first ($\overline{X}$ = -.745, -1.012 respectively). Women giving serious consideration to non-traditional occupations have much higher scores on the second function than on the first ($\overline{X}$ = 1.096, -.488 respectively), while women never considering such occupations show an opposite pattern of higher scores on the first function than on the second ($\overline{X}$ = 1.091, -.266 respectively).

Identification of Deterrents

In order to determine which items within the survey instrument were perceived by the respondents to be deterrents, the percentage of respondents who indicated agreement or strong agreement was calculated for each item. Any item where 40% or more of the respondents indicated agreement or strong agreement was considered to be a deterrent. These percentages were also calculated separately for each deterrent group. An examination of the total percentages (see Table 8) indicates that 85(43%) of the 200 items are considered to be deterrents according to the established criterion of 40% or more of the respondents indicating agreement or strong agreement. A closer examination of the percentages by the three deterrent groups (see Table 8) suggests that the number of deterrents identified differs according to the degree of consideration of a male dominated occupation. Women who considered a male dominated occupation only a little (moderate group) identified 102 (51%) of the items as being

Table 8

Percentage of Respondents Selecting Strongly Agree and Agree by Item by Group

	GROUP				
Item	Considered male dominated occupation only a little	Considered male dominated occupation seriously	Did not consider male-dominated occupation	Total	Mode
A					
1	43.1	36.0	23.9	30.7	4
2	52.9	52.5	52.5	52.6	2
3	37.2	47.6	35.3	38.6	4
4	37.3	32.8	33.8	34.2	4
5	43.1	21.4	26.4	28.4	4
6	32.0	13.1	24.1	23.0	5
7	27.5	20.0	24.6	24.1	4
8	56.9	73.7	58.4	61.8	2
B					
1	29.4	30.0	31.9	31.0	4
2	52.9	31.1	43.6	42.5	2
3	51.0	34.4	43.2	42.6	2
4	64.7	60.5	59.1	63.0	2
5	80.4	77.1	72.0	74.9	2
C					
1	66.7	67.2	65.5	66.1	2
2	58.8	67.3	46.9	54.1	2
3	64.7	70.5	56.4	61.4	2
4	54.9	52.5	50.0	51.6	2
5	68.6	73.8	61.3	65.8	2
6	31.4	34.5	25.3	28.7	4
D					
1	52.9	50.8	51.8	51.8	2
2	62.7	60.6	54.6	57.7	2
3	82.4	72.1	66.2	70.8	2
4	76.4	67.2	55.3	62.4	2
5	52.9	63.4	42.5	49.6	2
6	54.9	54.1	44.4	48.8	2
7	68.6	73.8	56.0	62.9	2
8	68.6	68.8	61.0	64.4	2
9	56.9	63.3	51.5	55.2	2
10	64.7	65.6	50.4	57.0	2

Table 8 (cont'd)

	GROUP				
Item	Considered male dominated occupation only a little	Considered male dominated occupation seriously	Did not consider male dominated occupation	Total	Mode
E					
1	33.3	29.5	37.4	34.7	4
2	37.3	37.7	39.2	38.5	4
3	27.5	42.7	36.6	36.2	4
4	41.2	44.2	41.3	42.0	4
5	31.4	26.2	26.0	27.2	4
6	23.5	21.3	19.7	20.9	4
7	33.3	31.6	29.8	30.9	4
8	21.5	18.1	24.7	22.5	5
F					
1	15.7	9.8	10.5	11.5	5
2	27.5	18.0	24.1	23.4	4
3	21.6	19.7	24.8	23.0	4
4	37.3	36.7	39.3	38.3	2
5	43.1	44.3	31.7	37.0	2
6	39.2	40.0	30.3	34.4	4
7	25.4	32.8	33.8	31.9	4
8	72.6	61.6	55.3	60.3	2
9	58.9	55.8	47.1	51.6	2
10	25.5	31.2	23.2	25.6	4
11	60.8	60.9	47.2	50.7	2
G					
1	33.4	26.2	52.9	42.5	2
2	82.3	75.0	76.1	78.1	2
3	68.6	70.5	77.6	74.2	2
4	80.4	62.3	73.0	72.0	2
5	23.6	19.7	27.4	24.8	4
6	47.0	44.3	47.2	46.4	2
H					
1	68.6	65.6	62.7	64.6	2
2	7.9	4.9	9.1	7.9	4
3	53.0	51.6	49.7	50.8	2
4	53.0	45.9	48.9	49.0	2
5	5.9	4.9	6.3	6.0	4
6	9.8	6.7	7.3	8.4	5
7	23.5	24.6	19.3	21.5	4
8	11.8	4.9	5.6	6.7	5
9	21.5	11.4	10.5	13.0	5

Table 8 (cont'd)

	GROUP				
Item	Considered male dominated occupation only a little	Considered male dominated occupation seriously	Did not consider male dominated occupation	Total	Mode
I					
1	23.5	14.8	17.6	18.1	5
2	47.1	45.9	43.7	44.9	2
3	17.7	15.0	9.1	12.3	4
4	25.5	26.2	26.1	26.0	4
5	9.8	16.4	21.1	17.7	4
6	25.5	11.5	10.5	13.7	5
J					
1	25.5	21.3	18.2	20.4	4
2	68.6	60.6	68.4	66.6	2
3	47.0	39.4	35.2	38.5	4
4	84.0	77.0	74.6	77.0	2
5	62.0	63.9	62.4	63.5	2
6	36.0	27.9	17.7	23.8	4
7	20.0	13.1	13.4	14.7	4
8	52.0	31.1	26.9	32.9	4
9	32.0	36.0	27.0	30.2	4
10	50.0	32.8	33.3	36.6	4
11	22.0	14.7	20.6	19.5	4
12	14.0	11.4	7.8	9.9	4
13	44.0	27.9	39.0	37.3	2
14	30.0	14.7	16.3	18.7	4
15	96.0	80.4	82.8	84.8	2
16	72.0	54.1	58.9	60.3	2
K					
1	49.0	65.6	53.5	55.6	2
2	18.4	16.4	19.3	18.4	4
3	2.0	4.9	11.4	8.0	4
4	11.8	8.2	11.3	10.6	4
5	25.5	8.2	16.9	16.6	4
6	58.0	47.6	45.5	48.4	2
7	45.1	54.1	47.2	48.4	2
8	11.8	8.2	7.8	8.7	5
9	9.8	11.5	8.4	9.5	5

Table 8 (cont'd)

Item	GROUP Considered male dominated occupation only a little	Considered male dominated occupation seriously	Did not consider male dominated occupation	Total	Mode
L					
1	17.6	6.6	15.5	13.8	4
2	64.7	54.1	47.6	52.6	2
3	64.7	70.0	59.5	63.1	2
4	15.7	19.7	7.0	11.9	4
5	70.6	72.2	59.9	64.9	2
M					
1	23.5	18.0	16.8	18.4	5
2	9.8	11.5	7.0	8.7	4
3	22.0	11.5	14.8	15.5	5
4	19.6	11.4	19.0	17.3	4
5	4.0	0	1.4	1.6	5
6	5.9	6.5	4.2	5.1	5
N					
1	43.1	36.1	33.8	36.3	4
2	29.5	16.4	17.0	19.4	4
3	49.0	36.1	36.2	38.8	2
4	29.4	33.3	17.2	23.6	4
5	45.1	54.1	39.0	43.9	2
6	29.4	27.9	22.7	25.3	4
7	53.0	36.1	36.2	39.6	2
8	25.5	16.4	9.9	14.7	4
9	27.4	32.8	23.0	26.3	4
10	19.6	9.8	11.3	12.7	4
11	7.8	6.6	7.8	7.5	5
12	17.6	18.0	27.7	23.3	4
13	31.4	41.0	27.7	31.7	4
14	39.3	36.0	33.8	35.5	4
15	5.9	9.8	12.8	10.7	4
16	29.5	36.1	29.8	31.3	4
17	45.1	45.9	38.1	41.5	2
18	52.9	52.4	48.9	50.6	2
19	29.4	42.6	29.7	32.8	4
20	35.3	42.6	34.8	36.7	4
O					
1	60.7	72.1	76.7	72.5	2
2	62.8	60.6	51.5	55.9	2
3	43.1	32.8	42.2	40.1	2
4	39.3	21.6	25.5	27.4	4
5	29.4	32.8	26.6	28.6	4

Table 8 (cont'd)

Item	GROUP Considered male dominated occupation only a little	 Considered male dominated occupation seriously	 Did not consider male dominated occupation	Total	Mode
P					
1	5.9	6.6	4.2	5.1	4
2	2.0	6.6	4.2	4.3	5
3	45.1	23.0	16.2	23.6	5
4	19.6	24.6	16.2	18.9	5
5	9.8	11.4	7.0	8.7	5
6	9.8	16.4	7.0	9.9	5
7	17.7	13.1	13.4	14.2	4
8	0	0	4.9	2.8	5
9	5.9	4.9	8.5	7.1	5
10	11.8	8.2	19.7	15.4	5
11	0	3.3	4.2	3.2	5
12	13.8	19.7	16.8	16.8	4
Q					
1	64.7	67.2	58.5	61.8	2
2	64.7	67.2	56.7	60.9	2
3	52.9	54.1	48.2	50.6	2
4	45.1	54.1	35.9	42.1	2
5	58.8	65.6	58.1	60.1	2
6	56.9	60.7	54.0	56.2	2
7	66.7	60.0	58.5	60.5	2
8	19.6	13.1	17.8	17.1	4
9	27.5	32.7	42.7	37.2	2
10	56.0	57.4	57.1	56.9	2
11	32.0	23.3	29.1	28.3	4
R					
1	78.4	72.1	75.9	75.5	2
2	27.5	27.9	26.0	26.7	4
3	56.8	49.1	56.3	54.7	2
4	66.6	68.9	57.7	62.2	2
5	35.3	34.5	30.5	32.4	4
6	68.6	68.9	63.4	65.8	2
7	66.6	67.2	52.4	58.9	2

Table 8 (cont'd)

	GROUP				
Item	Considered male dominated occupation only a little	Considered male dominated occupation seriously	Did not consider male dominated occupation	Total	Mode
S					
1	49.0	29.5	31.0	34.3	4
2	70.6	45.9	40.1	47.6	2
3	3.9	11.4	7.7	7.9	4
4	15.7	19.7	13.4	15.4	4
5	66.6	47.5	43.4	49.0	2
6	39.2	22.9	26.7	28.3	4
7	25.5	19.7	23.2	22.8	4
8	62.8	57.4	48.9	53.8	2
9	23.6	30.0	24.6	25.7	4
10	53.0	32.2	26.8	33.4	4
11	82.4	54.1	59.6	62.9	2
T					
1	86.3	72.1	64.1	70.5	2
2	86.3	72.2	64.0	70.5	2
3	35.3	36.0	23.9	29.1	4
4	56.8	65.5	40.2	49.6	2
5	58.8	60.7	53.9	56.5	2
6	41.2	42.6	33.8	37.4	4
7	64.7	57.4	45.4	52.2	2
8	47.1	55.7	36.2	43.0	2
9	72.0	59.0	58.9	61.5	2
10	21.6	14.7	17.1	17.4	4
11	62.7	49.2	41.6	47.6	2
12	54.9	54.1	37.4	44.9	4
13	58.8	42.6	39.4	44.1	2
U					
1	43.1	32.8	20.5	28.1	4
2	39.2	27.9	26.9	29.7	4
3	58.9	49.1	51.4	52.4	2
4	68.6	61.6	41.2	51.6	2
5	47.0	37.7	29.3	35.0	4
6	27.4	21.4	21.9	23.0	4
7	21.6	16.4	9.9	13.9	4
8	64.0	59.0	63.3	62.5	2
9	64.7	49.2	46.1	50.6	2
10	26.0	24.6	22.1	23.5	4
11	33.4	27.9	29.1	29.7	4

Table 8 (cont'd)

	GROUP				
Item	Considered male dominated occupation only a little	Considered male dominated occupation seriously	Did not consider male dominated occupation	Total	Mode
U					
12	54.9	34.4	35.4	39.1	2
13	51.0	37.7	46.9	45.4	2
14	64.7	52.4	54.6	55.5	2
15	47.1	37.7	36.2	38.8	2
16	53.0	36.1	46.8	45.5	2

deterrents. Women giving serious consideration to a male dominated occupation identified 88 (44%) of the items while those women not considering a non-traditional occupation (never group) identified 80 (40%) items.

Items identified by these deterrent groups reflect the impact of external forces. The influence of family members appears to play an important role in deterring women from non-traditional occupations. Women's perceptions of the attitudes of people in non-traditional training programs, as well as in the male dominated work setting also represent barriers. Women may be deterred by a lack of knowledge of how to obtain information concerning non-traditional careers. Many of the items not identified as deterrents were concerned with women's perceptions of their own capabilities in the work setting and in higher education. In addition, the attitudes of friends does not appear to deter women from pursuing male dominated occupations.

Differences in mean response among occupational and deterrent groups were examined. Results of multiple non-orthogonal analyses of variance (see Table 9) show that, of the 200 items, six items had a significant interaction effect of deterrent group and occupational group, 31 items had significant additive main effects, 11 items had significant main effects of occupational group and 39 items had significant main effects of deterrent group.

The six items with significant interactions indicate that there is differential responding by occupational group across the three deterrent groups. This suggests that the responses of nurses, secretaries, and teachers were dependent on their degree of consideration of a male dominated occupation. A closer examination of these items with significant interactions was conducted using Newman-Keuls multiple comparison technique.

Significant interactions in mean responses of occupational and deterrent groups were found for Items D-15 and D-10 ($F = 3.325$, $df = 4, 243$; $F = 2.297$, $df = 4, 239$ respectively).

These items reflect women's feeling that the attitudes of training personnel in non-traditional programs are that women don't fit into these programs and should be recruited into traditional programs. Teachers and secretaries show an upward trend in mean response across deterrent groups with those in the moderate group showing least agreement. Nurses in the serious group indicate greater agreement with Items D-5 and D-10 than nurses in the other two groups. Follow-up multiple comparisons for D-5 indicate: 1) nurses in the serious group ($\overline{X} = 2.10$) and secretaries in the moderate group ($\overline{X} = 1.93$) reveal significantly ($p \leq .05$) stronger agreement with the idea that training personnel in non-traditional programs would try to recruit them into traditional programs than do secretaries in the never group ($\overline{X} = 2.30$); and 2) secretaries in the moderate group show significantly stronger agreement than teachers in the never group ($\overline{X} = 2.84$), teachers in the serious group ($\overline{X} = 2.75$), and nurses in the moderate group ($\overline{X} = 2.71$). Item D-10 reveals nurses in the serious group express greater agreement ($p \leq .05$) than nurses in the never group with the statement that women feel that training personnel in non-traditional programs don't think women fit into these programs ($\bar{X} = 1.85$, 2.97 respectively).

Item E-2 (F = 2.843, df = 4, 235) is concerned with a woman's feelings that her friends think that non-traditional careers should not be sought by "ladies." Nurses in the serious group agree more with this statement than nurses in the other two deterrent groups whereas secretaries in the serious group disagree more with this than their counterparts. Teachers, on the other hand, show more disagreement if they are in the moderate group than if they are in the serious or never group. Follow-up comparisons revealed that nurses in the serious group show greater agreement ($p \leq .05$) with the idea that a woman's friends don't view non-traditional careers as appropriate for ladies than teachers in the moderate group ($\bar{X} = 2.45$, 3.56 respectively).

Item H-3 (F = 4.109, df = 4, 241) states that a woman will stay in a traditional job rather than pursue a non-traditional job for fear that her husband will object to her making a higher salary than he does. Although not specifically stated, Item J-5 (F = 2.479, df = 4, 243) also implies a family objection as a reason for a woman's inability to go out of town for training sessions and conferences in order to get or stay qualified for a non-traditional job. On Items H-3 and J-5, nurses and secretaries in the serious group show more agreement than their counterparts (moderate and never groups), whereas teachers disagree more if they are in the serious group than if they are in the moderate or never groups. Item H-3 has one significant ($p \leq .05$) multiple comparison suggesting that nurses in the serious group see a husband's objection to his wife earning more money than he does as a greater deterrent to entering a non-traditional occupation than teachers in the serious group ($\bar{X}$ = 2.05, 3.52 respectively). There were no significant multiple comparisons for Item J-5 indicating that although there are differences among these groups, they are not large enough to be statistically significant (see Table 9).

A significant interaction of occupational group and deterrent group was found for Item J-11 (F = 2,491, df = 4, 243) which is concerned with the idea that a woman is not willing to make the necessary time commitment to the required training to get and/or stay qualified for a non-traditional occupation. Nurses and secretaries in the serious group disagree more with this item than nurses and secretaries in the other two deterrent groups. Teachers, on the other hand, disagree more if they are in the moderate group than if they are in the serious or never group. Follow-up comparisons indicated that secretaries in the serious group ($\bar{X}$ = 4.05) and teachers in the moderate group ($\bar{X}$ - 3.88) see this unwillingness to make a time commitment as much less of a deterrent ($p \leq .05$) than do secretaries in the moderate group ($\bar{X}$ = 3.00) who appear to be undecided.

Only one of the 31 significant additive main effects, Item T-8

(F = 2.418, df = 4, 242) did not have a corresponding significant individual main effect of occupational group and/or deterrent group (see Table 9). This suggests that with regard to this item that occupational group and deterrent group have such a strong association that neither effect adds significantly to the effect of the other when they are considered individually.

Eleven items had a significant main effect of occupational group indicating that nurses, secretaries, and teachers respond differently to these items (see Table 9). Newman-Keuls multiple comparison technique was used to identify significant differences between groups. Item B-3 (F = 4.794, df = 2,44) states that women don't seriously look at information about non-traditional occupations. Both nurses and teachers show greater agreement ($p \leq .05$) with this item than secretaries which implies that they perceive this lack of examination of information as a deterrent to entry into non-traditional occupations ($\overline{X}$ = 2.98, 2.98, and 3.48, respectively).

Item E-4 (F = 3.086, df = 2, 245) reflects a woman's feelings that her friends think she should look for a job in an area where the percentage of women employed is higher. Nurses ($\overline{X}$ = 2.86) view this as a greater deterrent ($p \leq .05$) than teachers ($\overline{X}$ = 3.28).

Teachers ($\overline{X}$ = 2.64) show stronger agreement ($p \leq .05$) with Item F-11 (F = 2.499, df = 2, 245) than secretaries ($\overline{X}$ = 3.09) indicating that they feel a woman may be reluctant to seek training in a non-traditional field because she can't be away from her family for programs offered in the evenings.

Significant differences in mean response were observed among occupational groups for Item G-2 ($F = 3.057$, $df = 2, 243$) which is concerned with the idea that a woman may find it difficult to give up a traditional job to look for a non-traditional job because she doesn't want to lose her job security. Nurses ($\overline{X} = 2.19$) view this fear of loss of job security as a greater deterrent ($p \leq .05$) than do secretaries ($\overline{X} = 2.46$). The attitude that women won't prepare for any career since men will take care of them anyway, Item I-3, ($F = 3.064$, $df = 2, 244$) is viewed by teachers ($\overline{X} = 4.20$) as being less of a deterrent ($p \leq .05$) than by secretaries ($\overline{X} = 3.81$).

Item N-1 ($F = 7.299$, $df = 2, 241$) is concerned with a woman's reluctance to pursue a non-traditional career for fear that she will be rejected by the men with whom she may work. Teachers show greater disagreement ($p \leq .05$) with this item than do nurses and secretaries ($\overline{X} = 3.56, 3.04, 2.96$ respectively) which indicates that teachers tend toward not viewing this fear of rejection as being a deterrent, whereas nurses and secretaries appear undecided. Women may have trouble getting a non-traditional job because they can't pick up and move to a job as easily as a man can (Item O-1, $F = 3.023$, $df = 2, 243$). This is viewed by teachers ($\overline{X} = 2.10$) as being a greater deterrent ($p \leq .05$) than by nurses ($\overline{X} = 2.42$).

Item P-8 ($F = 4.122$, $df = 2, 243$) is concerned with the attitude that women don't pursue the same jobs as men because women can't differentiate between dreams and reality. Nurses ($\overline{X} = 4.61$) show stronger disagreement ($p \leq .05$) with this item than do secretaries

($\overline{X} = 4.28$); however, neither group appears to perceive this as a deterrent to entry into non-traditional occupations. The idea that women choose traditional careers because their friends couldn't make it in other careers (Item S-3, $F = 3.785$, df = 2, 045) is seen to be a less important ($p \leq .05$) deterrent to teachers ($\overline{X} = 4.00$) than to nurses ($\overline{X} = 3.67$).

Item S-6 ($F = 8.426$, df = 2, 241) is concerned with the attitude that women choose traditional careers because they lack a commitment to any career. Secretaries ($\overline{X} = 2.96$) show greater agreement ($p \leq .05$) with this item than either nurses ($\overline{X} = 3.60$) or teachers ($\overline{X} = 3.53$); however, all groups seem basically undecided about the importance of this item as a barrier to entry.

Item I-1 ($F = 3.107$, df = 2, 243) is concerned with the idea that a woman won't prepare for any career because her place is in the home. There were no significant multiple comparisons for this item which indicates that the differences between occupational groups were not large enough to be statistically significant (see Table 9).

Thirty-nine of the 200 items had a significant ($p \leq .05$) main effect of deterrent group which indicates that women who have given a little consideration to entering a male dominated occupation (moderate group); those who have considered it seriously (serious group), and those who have never considered it (never group) differ in their responses to these items. (see Table 9). These differences among mean responses were further examined using Newman-Keuls multiple comparison technique.

The attitude that a woman may choose not to enter a non-traditional career because she doesn't see herself as a professional, (Item A-5, F = 6.201, df = 2, 243) shows greater disagreement ($p \leq .05$) by the serious and never groups than by the moderate group ($\overline{X}$ = 3.87, 3.62, and 3.08 respectively); however, all reflect a rather undecided position. Related to this is the idea that a woman doesn't view herself as being as competent as a man in the field (Item A-6, F = 3.992, df = 2, 238). This statement reveals a greater disagreement ($p \leq .05$) by the serious group ($\overline{X}$ = 4.05) than by the moderate ($\overline{X}$ = 3.40) and never ($\overline{X}$ = 3.70) groups which indicates that the serious group does not perceive this issue of competency as an important deterrent, whereas the moderate and never group appear to be undecided. The moderate group ($\overline{X}$ = 2.82) sees the fact that information about non-traditional careers may never be sought by women (Item B-2, F = 3.72, df = 2, 238) as a greater deterrent ($p \leq .05$) than the serious group ($\overline{X}$ = 3.34).

Significant differences in mean responses were found with regard to the ideas that a woman may have trouble getting and/or staying qualified for a non-traditional job because: 1) getting training isn't worth the hassles (Item J-8, F = 3.865, df = 2, 243); and 2) she enrolls in a program that doesn't prepare her for a job (Item J-10, F = 3.451, df = 2, 243); and 3) it's easier to get into or re-enter traditional jobs (Item J-15, F = 3.649, df = 2, 241). These items are seen as more important deterrents ($p \leq .05$) by the moderate group than by the serious and never groups (see Table 9).

Item P-3 ($F = 4.711$, $df = 2, 245$) is concerned with the attitude that due to lack of self confidence, women don't seek the same careers as men. The moderate group ($\bar{X} = 3.37$) shows greater agreement ($p \leq .05$) with this statement than the serious group ($\bar{X} = 3.89$) and never group ($\bar{X} = 3.96$); however, none of the groups perceive this to be an important deterrent.

A woman is likely to choose a traditional career because: 1) her friends chose it too (Item S-2, $F = 5.954$, $df = 2, 245$); 2) media portray women in stereotyped roles (Item S-5, $F = 3.773$, $df = 2, 245$); and 3) she's not aware of her own potentials (Item S-11, $F = 7.229$, $df = 2, 244$). These are considered to be greater deterrents to entry into non-traditional careers ($p \leq .05$) by the moderate group than by the serious and never groups (see Table 9). In addition to those items mentioned above, the idea that a woman may make this choice because she lacks a commitment to any career (Item S-6, $F = 4.257$, $df = 2, 241$) reveals greater agreement ($p \leq .05$) by the moderate group ($\bar{X} = 3.12$) than by the serious group ($\bar{X} = 3.64$); however, both groups appear to be undecided as to the importance of this item as a deterrent.

Significant differences were found for five items concerned with the attitudes of training personnel. More specifically, a woman may feel that the attitude of training personnel in non-traditional programs is such that they: 1) think of her as female instead of someone seriously concerned with pursuing a career (Item D-3, $F = 4.290$, $df = 2, 243$); 2) think that a woman wouldn't stay with the program (Item D-4, F = 4.634, df = 2,243); 3) would recruit her into a traditional program (Item D-5, F = 6.030, df = 2,243); 4) think the occupation they provide training for is not for women (Item D-7, F = 5.369, df = 2,239); and 5) think that she wouldn't fit in with those already in the profession (Item D-10, F = 4,964, df = 2,239). Items D-3 and 4 are seen as greater deterrents ($p \leq .05$) by the moderate group than by the never group, while Items D-5, 7, and 10, show the moderate and serious groups indicating greater agreement than the never group (see Table 9).

The attitudes of the family seem to be viewed as a greater barrier to entry ($p \leq .05$) by women in the moderate group than by women in the never group. More specifically, these attitudes are: 1) a woman's career decision may be affected by her family's feelings that she should marry well, (Item T-2, F = 3.949, df = 2, 244), and have babies, (Item T-1, F = 3.467), df = 2,244); and 2) a woman may not enter a non-traditional career because her family gives her little or no positive reinforcement (Item U-1, F = 3.458, df = 2,243); and careers requiring college degrees are not for women (Item U-7, F = 3.613, df = 2,241). Women in the serious group ($\overline{X} = 2.56$) see the family's influence as being a more important deterrent ($p \leq .05$) than women in the never group ($\overline{X} = 3.06$), only with regard to the attitude that the family may expect a woman to select a career they feel is appropriate rather than allowing her to make her own decisions (Item T-4, F = 3.665, df = 2,224).

The ideas that women do not seek non-traditional jobs because they aren't emotionally strong enough (Item P-9, F = 3.871, df = 2, 243); or may have difficulty getting these jobs because they don't plan for a lifetime career (Item O-3, F = 3.040, df = 2,243), show greater disagreement ($p \leq .05$) by the serious group than by the moderate and never groups; however, Item O-3 shows a basically undecided position by all groups ($\bar{X}$ = 3.43, 3.96, 3.00 respectively). The fear of rejection by the men a woman may work with in a non-traditional job (Item N-1, F = 2.967, df = 2,241) shows greater agreement ($p \leq .05$) by the moderate group ($\bar{X}$ = 2.98) than by the serious group ($\bar{X}$ = 3.48).

Significant differences in mean response of deterrent groups were observed for Item G-1 (F = 9.110, df = 2,243) which is concerned with the idea that women may not want to leave their traditional job to get a non-traditional job because they like the job they have. The never group ($\bar{X}$ = 2.69) shows greater agreement ($p \leq .05$) with this statement than the moderate ($\bar{X}$ = 3.28) and serious ($\bar{X}$ = 3.21) groups. The moderate and serious groups ($\bar{X}$ = 3.73, 3.75 respectively) show stronger disagreement than the never group ($\bar{X}$ = 3.28) with the idea that a woman may not pursue a non-traditional career because she doesn't like doing the tasks that might be required of her (Item N-12, F = 6.117, df = 2,244).

A significant ($p \leq .05$) difference among means was observed for two items related to women's capabilities, i.e., women don't pursue the same careers as men because: 1) they aren't good at decision making (Item P-11, F = 5.872, df = 2,244); and 2) their greater sensitivity and compassion makes them better suited for other careers (Item P-10, F = 3.865, df = 2,234). Women in the moderate and serious groups show greater disagreement ($p \leq .05$) with Item P-11 than the never group, but only the serious group shows greater disagreement than the never group with respect to Item P-10 (see Table 9). These two items are not seen by any of the groups to be important deterrents to entry into non-traditional careers.

There were significant differences in mean response to Item K-3 (F = 4.497, df = 2,241) which is concerned with the fear that if a woman is successful in a non-traditional job she will lose her reputation as a lady. This is not perceived to be a deterrent by any of the groups but women in the moderate group ($\overline{X} = 4.35$) indicate greater disagreement than do those in the never group ($\overline{X} = 3.96$). Items C-2, D-7, E-8, G-3, P-2, and T-7 did not have any significant ($p \leq .05$) multiple comparisons which suggests that although there was a significant difference among the means for these items, the differences are not of sufficient magnitude to result in statistically significant differences between the means of the groups.

Differences in mean responses of occupational and deterrent groups were also examined across the 17 factors identified by the factor analysis procedure. The multiple non-orthogonal analyses of variance utilizing factor scores resulted in one factor with a significant interaction of occupational and deterrent groups, five factors with a significant main effect of deterrent group and two

Table 9

Mean Response to Survey Items by Deterrent Group and Occupational Group

	Cell Means/Sig. Pairs										Marginal Means/Sig. Pairs							
	Nurses			Secretaries			Teachers				Deterrent Group (A)				Occupational Group (B)			
Item	A little 11	Seriiously 12	Not at all 13	A little 21	Seriiously 22	Not at all 23	A little 31	Seriiously 32	Not at all 33	F Ratio	A little 1	Seriiously 2	Not at all 3	F Ratio	Nurses 1	Secretaries 2	Teachers 3	F Ratio
A																		
1	3.33	3.10	3.44	2.93	3.75	3.78	3.50	3.10	3.58	1.32	3.28	3.31	3.61	1.92	3.33	3.63	3.46	1.07
2	2.81	2.95	2.90	2.93	2.70	2.73	2.75	2.81	2.87	.15	2.82	2.82	2.84	.02	2.89	2.76	2.84	.21
3	3.24	3.00	2.90	3.36	2.75	3.22	2.81	3.14	3.18	1.04	3.14	2.97	3.11	.36	3.01	3.13	3.11	.18
4	3.10	3.05	3.24	3.64	3.90	3.30	3.00	3.48	3.44	1.19	3.22	3.48	3.34	.55	3.16	3.51	3.37	1.65
5	3.10	4.05	3.78	2.86	4.00	3.33	3.25	3.57	3.75	1.03	3.08 (2,3)	3.87 (1)	3.62 (1)	6.20**	3.67	3.42	3.62	1.40
6	3.10	4.10	3.63	3.46	4.25	3.61	3.75	3.81	3.82	.98	3.40 (2)	4.05 (1,3)	3.70 (2)	3.99*	3.61	3.75	3.80	.38
7	3.29	3.45	3.27	3.50	3.45	3.72	3.69	3.85	3.78	.38	3.47	3.58	3.61	.10	3.32	3.61	3.78	2.83
8	2.48	2.15	2.45	2.57	2.05	2.57	2.63	2.24	2.80	.06	2.55	2.15	2.62	2.86	2.39	2.44	2.64	.85
B																		
1	3.33	3.00	3.10	3.50	3.47	3.40	3.44	3.14	3.18	.17	3.41	3.20	3.23	.89	3.13	3.44	3.22	1.98
2	2.62	3.25	2.90	3.00	3.45	3.26	2.94	3.33	2.81	.35	2.82 (2)	3.34 (1)	2.99	3.72*	2.92	3.26	2.96	2.55
3	2.91	3.25	2.89	3.21	3.40	3.60	3.06	3.33	2.82	.91	3.04	3.33	3.09	.99	2.98 (2)	3.48 (1,3)	2.99 (2)	6.79**
4	2.38	2.45	2.56	2.57	2.40	2.78	1.94	2.33	2.56	.46	2.29	2.39	2.63	2.44	2.49	2.65	2.40	1.35
5	2.10	2.00	2.24	2.14	2.35	2.57	2.19	2.24	2.18	4.43	2.14	2.20	2.32	.70	2.15	2.44	2.20	1.87
C																		
1	2.52	2.15	2.29	2.36	2.45	2.33	2.19	2.62	2.62	1.12	2.37	2.41	2.43	.05	2.32	2.36	2.54	1.30
2	2.86	2.05	2.55	2.71	2.45	2.78	2.25	2.67	2.95	2.03	2.63	2.39	2.78	3.19*	2.51	2.69	2.76	1.06
3	2.38	1.95	2.49	2.64	2.30	2.61	2.13	2.71	2.60	1.49	2.37	2.33	2.57	1.34	2.33	2.54	2.54	.93
4	2.86	2.30	2.51	2.57	2.75	2.87	2.38	2.91	2.82	1.85	2.63	2.66	2.75	.24	2.55	2.79	2.76	1.46
5	2.67	2.10	2.54	2.50	2.60	2.76	1.81	2.33	2.51	1.48	2.35	2.34	2.60	1.88	2.46	2.68	2.35	2.15
6	3.48	2.95	3.00	3.36	3.30	3.59	2.94	3.29	3.40	1.50	3.28	3.18	3.35	.48	3.11	3.48	3.29	2.31
D																		
1	2.91	2.35	2.83	2.36	2.70	2.54	2.69	2.86	2.91	1.16	2.69	2.64	2.77	.34	2.73	2.55	2.86	1.95
2	2.43	2.25	2.80	2.71	2.80	2.54	2.63	2.71	2.86	1.13	2.57	2.59	2.74	.75	2.57	2.64	2.78	.50
3	2.00	2.10	2.24	1.71	2.25	2.35	2.13	2.33	2.62	.33	1.96 (3)	2.23	2.42 (1)	4.29*	2.15	2.21	2.47	2.22
4	2.19	1.90	2.80	1.86	2.45	2.46	2.38	2.71	2.64	2.10	2.16 (3)	2.36	2.62 (1)	4.63*	2.42	2.35	2.61	1.21
5	2.71 (21)	2.10 (23)	2.63	1.93 (23,32,33, 11)	2.30	3.00 (12,21)	2.56	2.75 (21)	2.84 (21)	3.33*	2.45 (3)	2.38 (3)	2.83 (1,2)	6.03**	2.52	2.64	2.77	1.13
6	2.71	2.60	2.76	2.50	2.75	2.87	2.81	2.81	2.87	.30	2.69	2.72	2.84	.49	2.71	2.78	2.85	.47
7	2.29	2.10	2.93	2.07	2.20	2.52	2.63	2.57	2.73	1.18	2.33 (3)	2.30 (3)	2.72 (1,2)	5.37**	2.56	2.36	2.67	2.42
8	2.43	2.05	2.88	2.07	2.20	2.28	2.38	2.52	2.53	1.44	2.31	2.26	2.55	2.20	2.56	2.23	2.50	2.26
9	2.48	2.20	2.83	2.50	2.42	2.69	2.69	2.62	2.83	.38	2.55	2.42	2.78	3.16*	2.58	2.50	2.76	.63
10	2.52	1.85 (13)	2.97 (12)	2.36	2.50	2.60	2.13	2.67	2.71	2.93*	2.35 (3)	2.34 (3)	2.75 (1,2)	4.96**	2.58	2.53	2.60	.71

Table 9 (cont'd)

	Cell Means/Sig. Pairs										Marginal Means/Sig. Pairs							
	Nurses			Secretaries			Teachers				Deterrent Group (A)				Occupational Group (B)			
Item	A little 11	Seriously 12	Not at all 13	A little 21	Seriously 22	Not at all 23	A little 31	Seriously 32	Not at all 33	F Ratio	A little 1	Seriously 2	Not at all 3	F Ratio	Nurses 1	Secretaries 2	Teachers 3	F Ratio
E																		
1	3.05	2.80	3.07	3.50	3.55	3.13	3.38	3.52	3.06	.81	3.28	3.30	3.09	1.07	3.00	3.30	3.22	2.16
2	2.95	2.45 (31)	3.26	3.29	3.50	3.00	3.56 (12)	3.43	3.16	2.84*	3.24	3.13	3.14	.19	2.99	3.18	3.29	1.31
3	3.14	2.60	3.02	3.21	3.25	3.02	3.69	3.05	3.24	.87	3.33	2.97	3.11	1.89	2.95	3.11	3.27	2.19
4	3.05	2.45	2.95	3.07	3.45	3.07	3.50	3.14	3.27	1.29	3.20	3.02	3.11	.46	2.86 (3)	3.16	3.28 (1)	3.09*
5	3.05	3.10	3.29	3.43	3.40	3.48	3.31	3.43	3.22	.39	3.24	3.31	3.32	.09	3.18	3.45	3.28	1.35
6	3.71	3.75	3.56	3.79	3.70	3.91	3.63	3.48	3.66	.28	3.71	3.64	3.71	.09	3.65	3.84	3.61	.92
7	3.52	3.37	3.32	3.71	3.80	3.70	3.19	3.67	3.57	.35	3.47	3.62	3.54	.11	3.38	3.73	3.53	1.51
8	3.91	3.85	3.56	3.93	4.20	3.83	4.00	3.81	3.78	.24	3.94	3.95	3.73	.83	3.72	3.94	3.83	.68
F																		
1	3.91	4.30	4.05	4.21	4.50	4.09	4.25	4.14	4.16	.42	4.10	4.31	4.11	.72	4.07	4.21	4.17	.60
2	3.81	4.10	3.66	3.71	4.40	3.78	3.69	3.67	3.65	.52	3.75	4.05	3.70	1.51	3.81	3.93	3.66	1.16
3	3.14	3.80	3.54	3.64	4.05	3.38	3.81	3.57	3.64	1.58	3.49	3.80	3.53	1.50	3.30	3.60	3.65	.52
4	3.10	3.35	2.95	3.50	3.25	3.30	3.25	3.60	3.06	.57	3.26	3.40	3.11	1.52	3.09	3.33	3.21	.72
5	2.95	2.95	3.02	2.71	3.05	3.33	2.81	3.00	2.95	.47	2.84	3.00	3.09	1.22	2.99	3.15	2.94	1.04
6	3.33	3.21	3.42	3.00	3.05	3.13	3.06	3.00	3.29	.11	3.16	3.08	3.28	.83	3.35	3.09	3.19	1.09
7	3.36	3.65	3.42	3.29	3.20	3.20	3.00	3.00	3.20	.24	3.24	3.28	3.26	.02	3.46	3.21	3.12	2.43
8	2.38	2.26	2.61	2.00	2.50	2.85	2.38	2.52	2.57	.84	2.28	2.43	2.67	3.60*	2.47	2.61	2.53	.38
9	2.76	3.00	3.02	2.79	2.95	2.89	2.19	2.57	2.91	.56	2.59	2.84	2.94	2.21	2.95	2.89	2.71	1.67
10	3.48	3.10	3.51	3.71	4.10	3.61	3.75	3.71	3.47	.86	3.63	3.64	3.53	.40	3.40	3.75	3.58	1.56
11	2.95	2.65	2.90	2.93	3.20	3.09	2.19	2.95	2.66	.90	2.71	2.93	2.87	.57	2.85	3.09 (3)	2.64 (2)	3.00*
G																		
1	3.10	2.95	2.56	3.50	3.30	2.83	3.31	3.19	2.67	.14	3.28 (3)	3.21 (3)	2.69 (1,2)	9.11**	2.79	3.11	2.90	2.80
2	2.05	2.21	2.24	2.57	2.20	2.54	2.38	2.19	2.09	.94	2.29	2.20	2.28	.25	2.19 (2)	2.46 (1)	2.16	3.06*
3	2.29	2.35	2.12	2.79	2.55	2.35	2.56	2.24	2.15	.28	2.51	2.38	2.20	3.06*	2.22	2.48	2.24	2.66
4	2.29	2.65	2.30	2.50	2.45	2.46	2.00	2.43	2.15	.42	2.26	2.51	2.29	1.33	2.38	2.46	2.19	1.97
5	3.57	2.90	3.20	3.50	3.70	3.30	3.38	3.67	3.13	1.72	3.49	3.43	3.20	2.35	3.22	3.44	3.29	1.29
6	3.00	2.50	2.85	2.71	3.00	2.65	2.31	3.19	2.98	2.11	2.71	2.90	2.84	.40	2.81	2.75	2.91	.50
H																		
1	2.33	2.05	2.51	2.71	2.80	2.74	2.31	2.91	2.42	1.34	2.43	2.59	2.55	.20	2.35	2.75	2.51	2.57
2	3.95	3.80	4.02	4.29	4.55	3.94	4.19	4.43	3.91	1.89	4.12	4.26	3.95	2.72	3.95	4.15	4.08	1.22
3	3.10	2.05 (32)	2.76	2.71	2.68	2.83	2.50	3.52 (12)	2.74	4.11**	2.80	2.77	2.77	.04	2.67	2.77	2.88	.65
4	3.05	2.55	2.93	3.00	2.65	2.76	2.75	3.52	2.87	1.77	2.94	2.92	2.85	.21	2.87	2.78	3.00	.63
5	4.29	4.05	4.07	4.36	4.35	4.13	4.19	4.33	4.11	.30	4.28	4.25	4.11	.95	4.12	4.23	4.17	.40
6	4.05	4.35	4.44	4.21	4.32	4.22	4.38	4.33	4.29	.39	4.20	4.33	4.31	.40	4.32	4.24	4.32	.24
7	3.57	3.45	3.78	3.71	3.40	3.68	3.81	4.10	3.49	1.53	3.69	3.66	3.64	.04	3.65	3.62	3.69	.08

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Table 9 (cont'd)

	Cell/Means Sig. Pairs										Marginal Means/Sig. Pairs							
	Nurses			Secretaries			Teachers				Deterrent Group (A)				Occupational Group (B)			
Item	A little 11	Seriiously 12	Not at all 13	A little 21	Seriiously 22	Not at all 23	A little 31	Seriiously 32	Not at all 33	F Ratio	A little 1	Seriiously 2	Not at all 3	F Ratio	Nurses 1	Secretaries 2	Teachers 3	F Ratio
H																		
8	4.10	4.50	4.27	4.36	4.25	4.60	4.31	4.38	4.26	.52	4.24	4.38	4.31	.31	4.28	4.35	4.29	.15
9	4.05	4.00	4.31	4.07	4.55	4.20	4.06	4.38	4.24	.72	4.06	4.31	4.25	.84	4.17	4.27	4.24	.08
I																		
1	3.76	4.05	3.76	3.79	3.95	3.89	4.13	4.48	4.20	.08	3.88	4.16	3.97	.84	3.83	3.89	4.25	3.11*
2	2.91	2.80	3.07	3.36	3.10	2.87	3.38	3.76	3.06	1.16	3.18	3.23	3.00	.93	2.96	3.01	3.27	1.49
3	3.95	4.10	3.88	3.64	3.80	3.87	4.44	4.45	4.04	.72	4.02	4.12	3.94	.75	3.95	3.81 (3)	4.20 (2)	3.06*
4	3.52	3.50	3.56	3.43	3.15	3.39	4.06	3.86	3.58	.49	3.67	3.51	3.51	.31	3.54	3.34	3.73	1.94
5	3.91	3.95	3.68	4.14	3.80	3.46	4.38	3.91	3.93	.46	4.12	3.89	3.70	2.52	3.81	3.66	4.00	1.91
6	3.71	4.05	4.24	3.93	4.10	4.04	3.88	4.43	4.07	.75	3.82	4.20	4.11	1.93	4.06	4.04	4.12	.15
J																		
1	3.95	3.35	3.43	3.57	3.80	3.94	3.44	3.67	3.47	1.41	3.69	3.61	3.61	.14	3.54	3.84	3.51	2.43
2	2.48	2.25	2.27	2.57	2.85	2.59	2.50	2.86	2.35	.68	2.51	2.66	2.40	1.60	2.32	2.65	2.49	2.54
3	2.91	3.00	3.22	3.21	3.35	3.22	3.00	3.29	3.16	.21	3.02	3.21	3.20	.53	3.09	3.25	3.16	.34
4	2.00	1.85	2.22	2.15	2.10	2.28	1.69	2.52	2.07	2.16	1.94	2.16	2.18	1.30	2.07	2.22	2.11	.42
5	2.81	2.35	2.65	2.85	2.45	2.50	2.06	2.95	2.42	2.48*	2.50	2.59	2.51	.12	2.62	2.54	2.48	.34
6	3.38	3.40	3.35	2.77	3.30	3.52	3.31	3.52	3.51	.97	3.20	3.41	3.47	1.32	3.37	3.34	3.48	.42
7	3.33	3.55	3.28	3.46	3.50	3.44	3.50	3.76	3.49	.13	3.42	3.61	3.41	1.10	3.36	3.46	3.55	1.06
8	2.67	3.35	3.45	2.85	3.65	3.48	3.25	3.00	3.20	1.74	2.90 (2,3)	3.33 (1)	3.36 (1)	3.87*	3.22	3.42	3.16	1.31
9	3.38	3.15	3.28	2.77	3.15	3.20	3.13	3.14	3.06	.55	3.14	3.15	3.16	.04	3.27	3.11	3.09	.76
10	3.00	3.35	3.20	2.69	2.85	3.11	2.44	3.33	3.15	.83	2.74 (2,3)	3.18 (1)	3.15 (1)	3.45*	3.19	2.98	3.07	1.13
11	3.29	3.65	3.58	3.00 (22,31)	4.05 (21)	3.57	3.88 (21)	3.62	3.42	2.49*	3.40	3.77	3.51	2.37	3.52	3.60	3.54	.10
12	3.67	4.00	3.88	3.77	4.10	3.67	4.13	4.14	3.93	.52	3.84	4.08	3.83	1.83	3.85	3.80	4.01	1.40
13	3.00	3.15	3.35	3.08	3.25	3.09	2.56	3.43	2.89	1.15	2.88	3.28	3.09	2.12	3.21	3.13	2.96	1.40
14	3.57	3.85	3.60	3.15	3.85	3.41	3.56	3.91	3.71	.23	3.46	3.87	3.58	2.55	3.65	3.48	3.73	1.35
15	1.86	1.95	2.30	1.77	2.20	2.09	1.88	2.29	2.15	.89	1.84 (2,3)	2.15 (1)	2.17 (1)	3.65*	2.10	2.07	2.13	.19
16	2.43	2.10	2.55	2.15	2.55	2.44	2.44	2.86	2.53	1.56	2.36	2.51	2.53	.60	2.41	2.42	2.62	1.41
K																		
1	2.95	2.05	2.73	2.58	2.60	2.69	3.13	3.14	2.64	2.28	2.92	2.61	2.68	1.24	2.62	2.65	2.84	1.06
2	3.86	4.05	3.38	3.33	3.50	3.53	3.75	3.95	3.76	1.31	3.69	3.84	3.58	1.58	3.67	3.49	3.80	2.19
3	4.19	4.20	3.95	4.50	4.20	3.87	4.44	4.24	4.04	.32	4.35 (3)	4.21	3.96 (1)	4.50*	4.07	4.05	4.15	.46
4	3.86	4.25	3.83	4.21	3.85	3.74	3.94	3.95	4.00	1.20	3.98	4.02	3.87	.60	3.94	3.85	3.98	.32
5	4.00	4.15	3.68	3.79	4.05	3.91	3.81	3.81	3.84	.57	3.88	4.00	3.82	.60	3.88	3.93	3.83	.15
6	2.95	3.00	2.64	2.64	2.85	3.02	2.60	3.00	2.98	.72	2.76	3.95	2.90	.33	2.81	2.91	2.92	.12
7	3.05	2.90	2.76	2.50	2.90	3.00	3.50	2.95	2.91	1.34	3.04	2.92	2.89	.29	2.87	2.89	3.02	.48
8	3.95	4.10	3.98	4.29	4.50	4.29	4.31	4.10	4.13	.19	4.16	4.23	4.14	.19	4.00	4.34	4.15	2.19
9	4.05	4.25	4.20	4.29	4.05	4.22	4.31	4.19	4.07	.34	4.20	4.16	4.16	.01	4.17	4.19	4.14	.06

Table 9 (cont'd)

	Cell Means/Sig. Pairs										Marginal Means/Sig. Pairs							
	Nurses			Secretaries			Teachers				Deterrent Group (A)				Occupational Group (B)			
Item	A little 11	Seriously 12	Not at all 13	A little 21	Seriously 22	Not at all 23	A little 31	Seriously 32	Not at all 33	F Ratio	A little 1	Seriously 2	Not at all 3	F Ratio	Nurses 1	Secretaries 2	Teachers 3	F Ratio
L																		
1	3.76	4.45	3.56	4.07	4.05	3.94	4.06	4.24	3.96	1.31	3.94	4.25 (3)	3.84 (2)	3.76*	3.83	3.99	4.04	1.21
2	2.76	3.30	2.64	2.79	2.75	3.04	2.19	2.76	2.98	2.23	2.59	2.93	2.90	1.73	2.83	2.93	2.79	.36
3	2.57	2.40	2.63	2.57	2.40	2.42	2.63	2.60	2.56	.15	2.59	2.47	2.54	.17	2.56	2.44	2.58	.39
4	3.52	3.50	3.49	3.86	3.75	3.87	3.50	3.52	3.82	.32	3.61	3.59	3.74	.49	3.50	3.84	3.70	2.84
5	2.48	2.15	2.49	2.43	2.10	2.46	2.13	2.52	2.51	.76	2.35	2.26	2.49	1.71	2.40	2.36	2.45	.08
M																		
1	4.10	4.30	3.88	3.79	4.10	4.00	4.00	3.57	3.98	.62	3.98	3.98	3.96	.04	4.04	3.99	3.89	.33
2	4.00	3.90	4.10	3.79	3.95	4.17	4.31	3.71	4.09	.86	4.04	3.85	4.12	1.72	4.02	4.05	4.04	.01
3	4.05	4.35	3.76	3.71	4.00	3.87	3.93	4.00	4.13	.91	3.92	4.12	3.94	.57	3.98	3.88	4.07	.48
4	3.91	4.30	3.71	3.79	3.90	3.78	3.94	3.76	3.64	.51	3.88	3.98	3.70	1.34	3.90	3.81	3.72	.49
5	4.62	4.85	4.66	4.86	4.95	4.73	4.94	4.91	4.73	.33	4.78	4.90	4.71	2.37	4.70	4.81	4.80	1.09
6	4.48	4.40	4.51	4.36	4.40	4.39	4.69	4.62	4.35	.64	4.51	4.48	4.41	.35	4.48	4.39	4.47	.30
N																		
1	2.81	3.40	2.98	2.71	3.15	2.96	3.44	3.86	3.48	.12	2.90 (2)	3.48 (1)	3.16	2.97*	3.04 (3)	2.96 (3)	3.56 (1,2)	7.30**
2	3.43	3.75	3.61	3.64	3.90	3.39	3.19	3.76	3.74	1.25	3.41	3.80	3.59	2.00	3.60	3.56	3.65	.14
3	2.95	3.30	3.10	3.14	3.40	2.94	3.00	3.43	3.20	.40	3.02	3.38	3.09	1.66	3.11	3.09	3.22	.38
4	3.14	3.25	3.46	3.86	3.20	3.47	3.31	3.70	3.48	1.42	3.39	3.38	3.48	.17	3.33	3.47	3.51	.62
5	3.10	2.90	2.85	2.64	2.50	2.96	3.13	3.14	3.13	.81	2.98	2.85	2.99	.30	2.93	2.79	3.13	2.73
6	2.95	3.50	3.39	3.71	3.70	3.48	3.63	3.29	3.43	1.23	3.37	3.49	3.43	.14	3.31	3.58	3.43	1.41
7	2.62	3.35	3.07	3.14	3.15	3.00	2.88	3.38	3.17	.66	2.84	3.30	3.09	2.45	3.02	3.06	3.17	.37
8	3.43	3.75	3.78	3.36	3.55	3.65	3.50	3.76	3.72	.05	3.43	3.69	3.72	1.78	3.68	3.58	3.69	.47
9	3.43	3.10	3.40	3.29	3.10	3.20	3.19	3.24	3.40	.23	3.31	3.15	3.33	.69	3.33	3.19	3.32	.50
10	3.71	4.20	4.02	4.00	4.15	3.65	4.06	4.29	4.00	.77	3.90	4.21	3.89	2.63	3.99	3.84	4.08	1.26
11	4.19	4.30	4.37	4.43	4.40	4.02	4.31	4.48	4.13	.88	4.29	4.39	4.16	1.37	4.31	4.19	4.24	.28
12	3.52	3.75	3.42	3.93	3.65	3.02	3.81	3.86	3.41	.92	3.73 (3)	3.75 (3)	3.28 (1,2)	6.12**	3.52	3.34	3.58	1.29
13	3.33	3.05	3.17	2.57	3.30	3.07	3.63	3.14	3.43	1.63	3.22	3.16	3.23	.07	3.18	3.04	3.40	2.45
14	3.19	3.30	3.19	3.21	3.10	3.41	3.25	3.52	3.28	.45	3.22	3.31	3.30	.11	3.22	3.30	3.33	.14
15	3.67	3.80	3.66	3.79	3.90	3.57	3.75	3.71	3.65	.24	3.73	3.80	3.62	.96	3.70	3.69	3.68	.00
16	3.05	3.20	3.00	3.29	3.35	3.26	2.94	3.19	3.00	.06	3.08	3.25	3.09	.61	3.06	3.29	3.03	1.45
17	2.86	3.10	3.25	3.43	2.95	3.00	2.88	3.14	2.93	1.03	3.02	3.07	3.04	.03	3.11	3.06	2.97	.31
18	3.14	3.20	2.95	2.57	2.60	2.80	2.69	3.14	3.00	.75	2.84	2.98	2.92	.30	3.06	2.71	2.98	1.87
19	3.52	2.95	3.27	3.00	3.35	3.13	3.31	3.00	3.28	.98	3.31	3.10	3.23	.56	3.26	3.16	3.22	.10
20	3.52	3.05	3.22	3.00	3.30	3.13	3.38	3.48	3.35	.55	3.33	3.28	3.24	.10	3.26	3.15	3.39	.61
O																		
1	2.81	2.20	2.32	2.79	2.60	2.24	2.00	2.29	2.06	1.05	2.55	2.36	2.19	1.93	2.42 (3)	2.43	2.10 (1)	3.02*
2	2.95	2.95	2.83	2.36	2.45	3.02	2.56	2.91	2.66	1.26	2.67	2.74	2.82	.69	2.89	2.76	2.67	1.11

Table 9 (cont'd)

Item	Cell Means/Sig. Pairs										Marginal Means/Sig. Pairs							
	Nurses			Secretaries			Teachers			F Ratio	Deterrent Group (A)				Occupational Group (B)			F Ratio
	A little 11	Seri-iously 12	Not at all 13	A little 21	Seri-iously 22	Not at all 23	A little 31	Seri-iously 32	Not at all 33		A little 1	Seri-iously 2	Not at all 3		Nurses 1	Secre-taries 2	Teachers 3	
O																		
3	2.86	2.80	2.95	3.14	2.95	3.22	2.94	3.52	2.82	2.08	2.96 (2)	3.43 (1,3)	2.99 (2)	3.04*	3.13	3.14	3.00	.43
4	3.43	3.85	3.66	3.21	3.40	3.30	3.25	3.80	3.39	.19	3.31	3.68	3.44	1.77	3.65	3.31	3.46	1.94
5	3.67	3.25	3.36	3.07	3.55	3.35	3.25	3.05	3.22	.75	3.37	3.28	3.30	.04	3.41	3.35	3.19	.96
P																		
1	4.48	4.60	4.37	4.07	4.30	4.17	4.50	4.29	4.20	.47	4.37	4.39	4.24	.82	4.45	4.19	4.27	2.06
2	4.57	4.55	4.32	4.29	4.50	4.13	4.63	4.38	4.24	.39	4.51	4.48	4.23	3.42*	4.44	4.25	4.38	.95
3	3.57	3.95	4.07	3.07	3.85	3.94	3.38	3.86	3.89	.19	3.37 (2,3)	3.89 (1)	3.96 (1)	4.71**	3.92	3.76	3.79	.65
4	4.10	3.85	3.93	3.50	3.85	3.70	3.69	3.62	3.91	.55	3.80	3.77	3.85	.13	3.95	3.70	3.80	1.02
5	4.38	4.45	4.37	4.21	4.35	4.11	4.13	3.91	4.20	.62	4.26	4.23	4.22	.00	4.39	4.19	4.12	1.84
6	4.33	4.25	4.29	4.21	4.30	4.30	4.06	3.91	4.02	.09	4.22	4.15	4.19	.08	4.29	4.29	4.00	2.25
7	3.62	4.35	4.17	4.00	4.25	3.91	4.31	4.10	3.80	1.85	3.94	4.23	3.94	1.75	4.07	4.01	3.96	.22
8	4.71	4.70	4.51	4.14	4.40	4.26	4.50	4.48	4.32	.33	4.49	4.53	4.36	1.03	4.61 (2)	4.28 (1)	4.39	4.12*
9	4.62	4.55	4.18	4.14	4.65	4.04	4.56	4.33	4.26	1.00	4.47 (3)	4.51 (3)	4.16 (1,2)	3.87*	4.38	4.21	4.33	.60
10	4.05	4.10	3.88	4.07	4.05	3.50	4.00	4.33	3.78	.48	4.04	4.16 (3)	3.72 (2)	3.87*	3.98	3.74	3.95	1.20
11	4.57	4.60	4.17	4.50	4.65	4.33	4.69	4.62	4.33	.24	4.59 (3)	4.62 (3)	4.28 (1,2)	5.87**	4.38	4.44	4.46	.72
12	4.05	3.85	3.50	3.71	4.25	3.46	4.06	3.81	3.93	1.65	3.96	3.97	3.65	2.34	3.72	3.70	3.92	1.40
Q																		
1	2.57	2.35	2.60	2.57	2.40	2.54	2.44	2.95	2.63	.79	2.53	2.57	2.59	.07	2.53	2.51	2.67	.47
2	2.76	2.45	2.68	2.37	2.40	2.46	2.69	2.86	2.74	.27	2.69	2.57	2.63	.13	2.65	2.46	2.76	1.50
3	2.71	3.00	2.73	3.00	2.50	2.78	2.88	3.05	2.78	.73	2.84	2.85	2.77	.17	2.79	2.75	2.86	.20
4	3.00	2.70	3.02	2.86	2.90	3.09	2.56	3.00	3.04	.55	2.82	2.87	3.05	1.31	2.94	3.00	2.95	.05
5	2.62	2.25	2.56	2.50	2.60	2.61	2.88	2.95	2.72	.44	2.67	2.61	2.64	.10	2.50	2.59	2.80	1.68
6	2.81	2.25	2.65	2.21	2.60	2.67	2.94	2.95	2.79	1.08	2.69	2.61	2.71	.37	2.59	2.58	2.86	2.18
7	2.52	2.60	2.44	2.14	2.55	2.48	2.88	2.65	2.69	.40	2.53	2.60	2.55	.05	2.50	2.44	2.71	1.67
8	3.67	3.95	3.34	3.93	3.70	3.35	3.56	3.71	3.66	1.17	3.71	3.79	3.46	2.59	3.57	3.54	3.66	.24
9	3.48	3.35	3.12	3.21	3.35	2.61	3.19	3.24	3.06	.73	3.31 (3)	3.31 (3)	2.94 (1,2)	3.75*	3.27	2.91	3.12	2.03
10	3.05	2.50	2.60	2.62	2.75	2.65	2.75	3.05	2.80	.67	2.84	2.77	2.69	.53	2.69	2.67	2.85	.47
11	3.38	3.42	3.07	3.39	3.75	3.22	3.25	3.48	3.33	.50	3.34	3.55	3.22	1.63	3.24	3.38	3.35	.47
R																		
1	2.19	1.85	2.17	2.00	2.35	2.30	2.25	2.57	2.19	1.23	2.16	2.26	2.22	.28	2.10	2.26	2.29	.75
2	3.52	3.65	3.51	3.43	3.40	3.44	3.25	3.33	3.35	.04	3.41	3.46	3.42	.03	3.55	3.43	3.33	.84
3	2.52	2.85	2.63	2.86	2.50	2.59	2.56	3.19	2.75	1.06	2.63	2.85	2.66	.83	2.66	2.61	2.82	.91
4	2.33	2.15	2.49	2.36	2.45	2.57	2.56	2.71	2.78	.16	2.41	2.44	2.63	1.01	2.37	2.50	2.73	2.49
5	2.95	2.80	2.83	3.29	3.45	3.14	3.19	3.00	3.09	.36	3.12	3.08	3.03	.24	2.86	3.24	3.09	2.77
6	2.38	2.05	2.46	2.00	2.55	2.44	2.56	2.67	2.55	1.03	2.33	2.43	2.49	.39	2.34	2.39	2.58	1.09

Table 9 (cont'd)

	Cell Means/Sig. Pairs										Marginal Means/Sig. Pairs							
	Nurses			Secretaries			Teachers				Deterrent Group (A)				Occupational Group (B)			
Item	A little 11	Seri- iously 12	Not at all 13	A little 21	Seri- iously 22	Not at all 23	A little 31	Seri- iously 32	Not at all 33	F Ratio	A little 1	Seri- iously 2	Not at all 3	F Ratio	Nurses 1	Secre- taries 2	Teachers 3	F Ratio
R																		
7	2.33	2.70	2.68	2.14	2.20	2.61	2.31	2.29	2.59	.40	2.28	2.39	2.62	2.86	2.60	2.63	2.47	.76
S																		
1	2.95	3.00	3.29	3.29	3.55	3.39	2.50	3.52	3.24	1.11	2.90	3.36	3.30	2.52	3.13	3.41	3.17	1.19
2	2.43	2.75	3.05	2.71	3.35	3.17	2.31	3.10	3.06	.44	2.47 (2,3)	3.07 (1)	3.09 (1)	5.95**	2.82	3.14	2.94	1.34
3	3.91	3.50	3.63	3.86	3.85	3.76	4.06	4.19	3.91	.65	3.94	3.85	3.78	1.03	3.67 (3)	3.80	4.00 (1)	3.79*
4	3.48	3.55	3.63	3.57	3.60	3.59	3.63	3.81	3.75	.07	3.55	3.66	3.66	.22	3.57	3.59	3.74	.74
5	2.38	2.50	2.83	2.36	3.10	2.94	2.50	3.00	3.07	.44	2.41 (2,3)	2.87 (1)	2.96 (1)	3.77*	2.64	2.88	2.96	1.00
6	3.19	3.85	3.68	3.21	3.00	2.87	2.94	4.05	3.51	1.76	3.12 (2)	3.64 (1)	3.35	4.26*	3.60 (2)	2.96 (1,3)	3.53 (2)	8.43**
7	3.29	3.15	3.29	3.29	3.60	3.13	3.38	3.91	3.42	1.06	3.31	3.56	3.29	1.56	3.26	3.28	3.52	2.48
8	2.86	2.25	2.70	2.64	3.05	2.96	2.50	2.86	2.69	1.63	2.69	2.72	2.78	.17	2.63	2.93	2.70	2.09
9	3.62	3.45	3.46	3.50	3.21	3.07	3.06	3.76	3.42	1.54	3.41	3.48	3.32	.77	3.50	3.18	3.44	2.14
10	2.86	3.05	3.31	3.07	3.47	3.30	2.44	3.15	3.33	.82	2.78 (2,3)	3.22 (1)	3.32 (1)	4.57**	3.13	3.30	3.13	.56
11	2.14	2.70	2.49	2.21	2.75	2.49	1.56	2.95	2.69	1.11	1.98 (2,3)	2.80 (1)	2.57 (1)	7.23**	2.45	2.51	2.55	.07
T																		
1	2.24	2.25	2.39	2.00	2.50	2.54	1.81	2.43	2.60	.65	2.04 (3)	2.39	2.52 (1)	3.47*	2.32	2.44	2.42	.10
2	2.14	2.20	2.34	2.07	2.50	2.76	1.88	2.38	2.49	.45	2.04 (3)	2.36	2.54 (1)	3.95*	2.26	2.58	2.36	1.49
3	3.38	2.95	3.44	3.29	3.20	3.50	3.13	3.24	3.58	.32	3.28	3.13	3.51	2.40	3.31	3.39	3.42	.14
4	3.14	2.35	2.90	2.57	2.65	3.04	2.38	2.67	3.18	1.46	2.75	2.56 (3)	3.06 (2)	3.66*	2.83	2.86	2.92	.08
5	2.57	2.40	2.67	2.50	2.70	2.67	2.75	2.91	2.87	.24	2.61	2.67	2.75	.38	2.58	2.65	2.86	.99
6	2.95	3.20	3.02	3.07	3.05	2.96	3.13	3.14	3.53	.67	3.04	3.13	3.20	.35	3.05	3.00	3.37	2.23
7	2.62	2.55	2.83	2.43	2.80	2.84	2.63	2.91	3.33	.52	2.57	2.75	3.03	3.00*	2.71	2.76	3.11	2.18
8	2.91	2.65	3.20	2.57	2.65	3.00	2.94	3.14	3.27	.31	2.82	2.82	3.16	2.73	2.99	2.84	3.19	1.92
9	2.38	2.65	2.59	2.36	2.85	2.47	2.33	2.52	2.89	.95	2.36	2.67	2.67	1.68	2.55	2.54	2.71	.52
10	3.81	3.60	3.59	3.71	3.95	3.50	3.63	3.91	3.83	.69	3.73	3.82	3.65	.54	3.65	3.65	3.81	.80
11	2.86	2.60	2.88	2.43	3.05	2.96	2.63	3.10	3.26	.80	2.67	2.92	3.05	1.61	2.81	2.89	3.11	1.27
12	2.81	2.40	3.12	2.57	2.95	3.09	2.81	3.19	3.27	.71	2.75	2.85	3.17	2.52	2.87	2.96	3.17	1.20
13	2.67	2.90	2.98	2.57	3.10	3.04	2.75	3.33	3.09	.16	2.67	3.12	3.04	2.31	2.88	2.98	3.09	.67
U																		
1	3.05	3.25	3.44	3.00	3.55	3.48	3.13	3.29	3.67	.37	3.06 (3)	3.36	3.54 (1)	3.46*	3.29	3.41	3.48	.44
2	3.10	3.35	3.39	3.07	3.60	3.30	3.50	3.48	3.54	.37	3.22	3.48	3.42	.87	3.31	3.34	3.52	.78
3	2.76	2.85	2.71	2.57	3.20	2.78	2.63	3.05	3.04	.39	2.67	3.03	2.86	1.27	2.76	2.85	2.97	.44
4	2.33	2.68	2.78	2.00	2.90	3.00	3.00	2.62	3.20	1.46	2.45 (3)	2.73	3.01 (1)	4.09*	2.64	2.80	3.03	1.97

Table 9 (cont'd)

	Cell Means/Sig. Pairs										Marginal Means/Sig. Pairs							
	Nurses			Secretaries			Teachers				Deterrent Group (A)				Occupational Group (B)			
Item	A little 11	Seri-iously 12	Not at all 13	A little 21	Seri-iously 22	Not at all 23	A little	Seri-iously	Not at all	F Ratio	A little 1	Seri-iously 2	Not at all 3	F Ratio	Nurses 1	Secre-taries 2	Teachers 3	F Ratio
U																		
5	3.14	3.15	3.17	2.71	3.50	3.20	2.81	2.86	3.51	1.82	2.92	3.16	3.31	2.37	3.16	3.19	3.23	.03
6	3.24	3.60	3.51	3.36	3.65	3.59	3.69	3.76	3.85	.09	3.41	3.67	3.67	.80	3.46	3.56	3.80	1.98
7	3.38	3.70	3.85	3.57	4.00	3.91	3.63	3.81	4.07	.27	3.51 (3)	3.84	3.96 (1)	3.61*	3.70	3.88	3.93	1.09
8	2.50	3.00	2.38	2.79	2.80	2.57	2.38	2.52	2.89	1.66	2.54	2.77	2.63	.44	2.56	2.66	2.71	.19
9	2.48	3.10	2.76	2.50	2.85	2.98	2.88	2.81	3.11	.55	2.61	2.92	2.97	.98	2.77	2.86	3.00	.42
10	3.35	3.40	3.39	3.36	3.70	3.41	3.56	3.76	3.77	.24	3.42	3.62	3.54	.43	3.38	3.48	3.73	2.49
11	3.19	3.40	3.37	3.29	3.80	3.13	3.38	3.38	3.56	1.10	3.28	3.53	3.36	.66	3.33	3.33	3.48	.48
12	2.81	3.45	3.20	3.00	3.45	2.91	2.75	3.14	3.46	1.28	2.84	3.34	3.21	2.62	3.16	3.06	3.26	.58
13	2.81	3.45	2.98	3.07	3.05	2.96	3.13	3.43	3.09	.37	2.98	3.31	3.01	1.58	3.05	3.00	3.18	.46
14	2.43	3.10	2.76	2.43	2.80	2.67	3.13	2.86	3.09	.83	2.65	2.92	2.86	.78	2.76	2.66	3.04	2.42
15	3.00	3.05	2.90	3.00	3.20	3.11	3.19	3.38	3.17	.07	3.06	3.21	3.07	.41	2.96	3.11	3.22	1.19
16	3.05	3.30	3.10	2.86	3.00	2.78	2.69	3.48	2.94	.38	2.88	3.26	2.94	1.93	3.13	2.85	3.02	1.15

( ) Indicates significant pairs at .05 significance level

* Significant at .05 level

** Significant at .01 level

factors with a significant main effect of occupational group. Four factors yielded significant additive main effects; however, because they all have corresponding significant main effects, the additive effects will not be discussed (see Table 10).

The analysis of Factor four which is concerned with establishing priorities with regard to family responsibility and career needs yielded a significant interaction (F = 2.84, df = 4,246) indicating that the responses of nurses, secretaries, and teachers are dependent on their degree of consideration of a male-dominated occupation. Nurses and secretaries show greater agreement with this factor if they have given serious consideration to a male-dominated occupation, whereas teachers indicate greater agreement if they have given moderate or no consideration to such an occupation. Follow-up multiple comparisons indicate that teachers in the moderate group ($\overline{X} = .64$) consider Factor four to be more of a deterrent ($p \leq .05$) than do nurses in the moderate group ($\overline{X} = -.21$), secretaries in the moderate group ($\overline{X} = -.40$), and teachers in the serious group ($\overline{X} = -.24$).

Two of the seventeen factors had a significant main effect of occupational group indicating that the importance of these two factors as deterrents varies as a function of whether the respondents are nurses, secretaries, or teachers. Factor 7 (F = 3.33, df = 2, 246) is concerned with women's perception that there is more security in traditional jobs. Although there are significant differences in mean response to this factor among the three occupational groups, follow-up multiple comparisons reveal no significant ($p \leq .05$)

differences between these groups.

Significant differences were found in mean responses to Factor eleven (F = 10.68, df = 2,246) which is concerned with obtaining information about non-traditional jobs and training. Nurses and teachers ($\bar{X}$ = -.13, -.21 respectively) view this factor to be a more important deterrent to entry into non-traditional occupations ($p \leq .05$) than do secretaries ($\bar{X}$ = .39).

Five of the seventeen factors had a significant main effect of deterrent group. Factor five (F = 5.48, df = 2,246) represents the attitude of others at the entry and training levels. Women in the serious group ($\bar{X}$ = -.28) consider the attitude of others at these levels to be a more important deterrent ($p \leq .05$) than do women in the never group ($\bar{X}$ = .17). Significant differences were found in mean responses to Factor seven (F = 7.15 , df = 2,246) which is concerned with the idea that there is more security in traditional jobs. Women in the serious and never groups ($\bar{X}$ = -.04, .15 respectively) do not see this factor as being as important a deterrent ($p \leq .05$) as do women in the moderate group ($\bar{X}$ = -.36).

Factor eight (F = 3.35, df = 2,246) is concerned with a woman's concept of herself as a working professional. Women in the moderate group ($\bar{X}$ = -.28) see the presence of a negative self-concept as a working professional to be more of a deterrent ($p \leq .05$) than do women in the serious group ($\bar{X}$ = .15). Fear of the non-traditional job setting is represented by Factor thirteen (F = 9.33, df = 2,246). Women who have never considered a non-traditional occupation ($\bar{X}$ = -.21) consider this factor to be a greater deterrent ($p \leq .05$) than do women who have given serious or moderate consideration to such an occupation ($\overline{X} = .24$, $.29$ respectively).

Significant differences were found among mean responses to Factor sixteen ($F = 3.46$, $df = 2,246$) which represents myths perpetuated about women who are successful in non-traditional occupations. Follow-up multiple comparisons did not yield any significant differences ($p \leq .05$) between the three deterrent groups for this factor.

Relationship Among Survey Instrument, CDR, Rotter I-E, and Age

Pearson Product Moment correlations were computed to examine the relationships among the survey instrument, the Career Development Responsibility scale (CDR), the Rotter I-E scale, and the age of respondent. The correlation between CDR and Rotter I-E scale, was .495 ($p = .001$) indicating a fairly strong relationship between these two scales which could be expected since they are measuring similar constructs. A correlation of -.102 ($p = .053$) was found between CDR and age indicating that the younger the respondent, the greater the degree of external locus of control of reinforcement. A similar, but stronger relationship was found between Rotter I-E and age with a correlation of -.194 ($p = .001$).

The correlation between total score on the survey instrument and age was .007 ($p = .453$) which indicates a minimal to non-existent relationship between these two variables. Only 30 (15%) of the individual items in the survey instrument had a significant correlation ($p \leq .05$) with age (see Table 10).

Table 10

Mean Factor Score by Deterrent Group and Occupational Group

	Cell Means/Sig. Pairs										Marginal Means/Sig. Pairs							
	Nurses			Secretaries			Teachers				Deterrent Group (A)				Occupational Group (B)			
Factor	A little 11	Seriously 12	Not at all 13	A little 21	Seriously 22	Not at all 23	A little 31	Seriously 32	Not at all 33	F Ratio	A little 1	Seriously 2	Not at all 3	F Ratio	Nurses 1	Secretaries 2	Teachers 3	F Ratio
1	.17	-.09	-.12	-.30	-.25	.06	.18	.15	.04	.90	.05	-.06	.00	.17	-.04	-.08	.09	.73
2	.32	.38	.05	-.13	.09	-.19	.11	-.18	-.11	.50	.13	.09	-.09	1.06	.20	-.11	-.09	2.37
3	-.28	-.10	-.06	-.29	.10	-.06	-.18	-.05	.35	.72	-.25	-.02	.10	2.11	-.13	-.06	.17	1.93
4	-.21 (31)	.15	-.04	-.40 (31)	-.02	-.13	.64 (11,21,32)	-.24 (31)	.20	2.84*	.01	-.04	.02	-.07	-.04	-.15	.17	2.76
5	-.14	-.73	.33	-.32	-.21	-.08	-.03	.09	.25	2.32	-.15	-.28 (3)	.17 (2)	5.48**	-.04	-.16	.16	2.39
6	.00	.02	-.12	.20	.23	.18	.13	-.20	-.16	.23	.09	.01	-.04	.45	-.06	.19	-.12	2.69
7	-.15	.31	.28	-.24	-.23	.07	-.74	-.30	.11	.93	-.36 (2,3)	-.04 (1)	.15 (1)	7.15**	.18	-.06	-.11	3.33*
8	-.37	.16	.14	-.35	.19	-.09	-.10	.09	.06	.47	-.28 (2)	.15 (1)	.03	3.35*	.02	-.07	.04	.37
9	-.18	-.09	-.06	.01	-.16	-.10	.37	.32	.05	.52	.05	.03	-.03	.25	-.10	-.10	.17	2.36
10	.05	.15	.03	.32	-.10	.01	.10	-.44	.01	1.00	.14	-.13	.01	1.25	.06	.04	-.08	.59
11	-.10	.04	-.23	.35	.25	.45	-.45	-.12	-.18	.74	-.08	.06	.01	.23	-.13 (2)	.39 (1,3)	-.21 (2)	10.68**
12	-.34	-.11	.00	.28	-.02	.03	.08	.04	.04	.72	-.04	-.03	.02	.07	-.11	.05	.05	.85
13	.20	.03	-.12	.57	.31	-.45	.18	.38	-.07	1.81	.29 (3)	.24 (3)	-.21 (1,2)	9.33**	.00	-.08	.08	.87
14	.24	-.17	.20	.09	-.40	-.02	-.26	-.04	.06	.83	.04	-.20	.08	2.06	.12	-.10	-.02	1.26
15	-.34	.33	.10	-.10	.07	-.09	-.16	.12	.00	.43	-.22	.17	.00	2.43	.04	-.05	.00	.26
16	-.04	.08	.18	-.44	-.26	.10	-.18	-.26	.12	.32	-.19	-.15	.13	3.46*	.10	-.09	-.02	1.02
17	.00	-.09	.27	-.26	-.09	.15	-.20	-.30	-.05	.17	-.13	-.16	.11	2.90	.11	.02	-.13	1.89

( ) Indicates significant pairs at .05 significance level

* Significant at .05 level

** Significant at .01 level

A correlation of -.170 ($p = .003$) was found between total score on the survey instrument and the score on CDR indicating the more items the respondent agrees with, the higher her external locus of control of reinforcement. Sixty-one (30.5%) of the individual survey items had a significant correlation ($p \leq .05$) with the CDR (see Table 11). An overall mean of 6.01 was obtained for the CDR which is consistent with Thomas's (1974b) findings that the mean score on this scale for females was 5.92.

The correlation between Rotter I-E and total score on the survey instrument was -.181 ($p = .002$) which suggests the same relationship exists here as the one found with the CDR and total score. Eighty-eight (44%) of the individual items had a significant correlation ($p \leq .05$) with the Rotter I-E (see Table 11). An overall mean of 8.06 was obtained for the Rotter I-E which is consistent with Rotter's (1966) findings that the mean score for females on the scale ranged from 5.5 to 9.6.

A total of 100 items (50%) had a significant ($p \leq .05$) correlation with the CDR and/or the Rotter I-E. Forty-nine (49%) of these 100 items had significant correlations with both scales. These items are represented by two dominant factors: 1) conceptions of the male-dominated work environment (31 items); and 2) attitude of others at the entry and training levels (10 items).

Thirty-nine (39%) of the 100 items were correlated only with the Rotter I-E. The majority of these items are reflected by four factors: 1) self-concept and perception of abilities (four items);

2) reinforcement of stereotyped roles by the family (eight items); 3) establishment of priorities with regard to family responsibilities and career needs (six items); and 4) myths perpetuated about women who are successful in non-traditional careers (six items).

Tweleve percent of the 100 items (12 items) were correlated with just the CDR. These items are dispersed over eight factors and do not appear to be representative of any one particular factor.

Table 11

Correlations of Survey Items with Career Development Responsibility Scale (CDR), Rotter I-E Scale (I-E) and Age of Respondent

	CDR		I-E		Age	
Item	Pearson$_r$	Probability	Pearson$_r$	Probability	Pearson$_r$	Probability
A						
1	.022	.366	.016	.398	-.044	.242
2	-.016	.400	-.126	.022	.100	.057
3	-.141	.012	-.136	.015	.119	.030
4	-.060	.169	-.061	.164	-.019	.383
5	-.071	.129	-.057	.182	.058	.178
6	-.064	.154	-.066	.147	.065	.152
7	.006	.464	-.088	.082	-.025	.346
8	-.166	.004	-.110	.040	-.040	.265
B						
1	.013	.418	-.089	.079	-.138	.015
2	.006	.464	-.012	.428	-.146	.010
3	-.004	.478	-.035	.290	-.094	.069
4	-.107	.044	-.051	.209	-.059	.173
5	.011	.429	.081	.098	.36	.285
C						
1	-.141	.012	-.147	.009	.065	.150
2	-.058	.179	.005	.466	-.016	.402
3	-.107	.044	-.097	.062	.041	.256
4	-.083	.094	-.060	.169	.025	.345
5	-.013	.418	-.059	.175	-.001	.493
6	-.119	.029	-.047	.229	-.051	.211
D						
1	-.111	.038	-.160	.005	.068	.141
2	-.144	.011	-.120	.028	.041	.260
3	-.146	.010	-.235	.001	.130	.019
4	-.121	.028	-.193	.001	.072	.127
5	-.207	.001	-.182	.002	-.036	.284
6	-.127	.021	-.143	.011	-.021	.372
7	-.143	.011	-.183	.002	.139	.013

Table 11 (cont'd)

	CDR		I-E		Age	
Item	Pearson$_r$	Probability	Pearson$_r$	Probability	Pearson$_r$	Probability
8	-.138	.014	-.184	.002	.036	.285
9	-.103	.053	-.097	.062	.073	.126
10	-.132	.018	-.190	.001	.104	.049
E						
1	-.067	.142	-.098	.059	-.022	.361
2	-.006	.464	-.068	.139	-.008	.449
3	-.093	.069	-.097	.061	.018	.387
4	-.043	.245	-.058	.176	-.018	.387
5	-.026	.340	-.044	.241	-.057	.183
6	-.056	.188	-.046	.230	-.050	.214
7	-.103	.051	-.145	.011	.060	.170
8	-.114	.035	-.144	.011	-.003	.483
F						
1	-.025	.343	-.097	.061	-.002	.486
2	-.058	.177	-.025	.347	-.049	.218
3	-.039	.271	-.118	.031	.054	.195
4	-.010	.441	-.014	.411	-.104	.051
5	-.031	.313	-.137	.015	-.071	.131
6	.000	.499	-.060	.172	.127	.022
7	-.013	.417	-.064	.155	.113	.036
8	-.095	.067	-.133	.017	-.054	.199
9	-.065	.149	-.142	.012	.023	.360
10	-.105	.047	-.134	.016	-.125	.023
11	-.019	.380	-.137	.014	.030	.318
G						
1	.135	.015	.098	.059	-.093	.071
2	.003	.479	-.055	.194	-.050	.234
3	.068	.141	-.049	.218	-.113	.035
4	.011	.431	-.092	.073	-.019	.381
5	-.097	.062	-.207	.001	-.104	.049
6	-.175	.003	-.172	.003	.107	.044
H						
1	-.037	.276	-.011	.429	-.077	.110
2	.004	.472	-.055	.189	.055	.193

Table 11 (cont'd)

Item	CDR		I-E		Age	
	Pearson$_r$	Probability	Pearson$_r$	Probability	Pearson$_r$	Probability
3	-.121	.027	-.112	.038	.071	.130
4	-.053	.198	-.107	.045	-.014	.412
5	-.095	.065	-.082	.097	-.035	.290
6	-.071	.130	.013	.421	.104	.050
7	-.069	.136	-.128	.021	.004	.473
8	-.019	.380	-.046	.231	-.036	.286
9	.003	.482	-.035	.290	.043	.249
I						
1	-.036	.285	-.079	.103	.066	.147
2	.012	.422	.020	.375	-.118	.030
3	.050	.212	-.051	.210	.041	.257
4	.003	.483	.014	.410	.073	.123
5	-.042	.253	.037	.279	-.122	.026
6	-.067	.144	-.006	.462	.101	.054
J						
1	.070	.131	.027	.335	-.131	.018
2	-.046	.235	-.145	.010	-.093	.070
3	-.083	.093	-.110	.039	.027	.333
4	-.079	.106	-.111	.038	.155	.007
5	-.079	.106	-.138	.014	.124	.025
6	-.099	.058	-.128	.021	.025	.345
7	-.086	.087	-.113	.036	.022	.365
8	-.004	.475	-.048	.223	.012	.426
9	-.157	.006	-.207	.001	.037	.279
10	-.109	.042	-.164	.005	.114	.035
11	-.008	.451	-.004	.477	.025	.348
12	.004	.473	.014	.410	-.019	.385
13	-.018	.386	-.017	.395	.042	.253
14	-.004	.474	-.038	.273	.057	.186
15	-.066	.149	-.119	.030	.052	.205
16	-.007	.453	-.182	.002	.097	.061
K						
1	-.101	.056	-.148	.010	.013	.422
2	-.089	.080	-.114	.036	.098	.060
3	-.103	.052	-.048	.227	-.012	.426

Table 11 (cont'd)

Item	CDR		I-E		Age	
	Pearson$_r$	Probability	Pearson$_r$	Probability	Pearson$_r$	Probability
4	-.150	.008	-.041	.256	.007	.457
5	-.110	.040	-.119	.029	-.108	.044
6	-.154	.007	-.146	.010	.096	.064
7	-.100	.055	-.156	.006	.050	.216
8	-.102	.053	-.105	.048	-.098	.060
9	-.095	.066	-.107	.045	.010	.436
L						
1	.029	.321	-.016	.403	-.035	.289
2	-.087	.083	-.161	.005	-.015	.403
3	-.182	.002	-.170	.003	.029	.322
4	-.084	.091	-.062	.162	-.082	.096
5	-.032	.306	-.009	.442	-.053	.202
M						
1	-.115	.034	-.115	.034	-.054	.197
2	-.042	.253	-.019	.385	-.034	.297
3	-.080	.101	-.082	.096	-.052	.204
4	-.089	.077	-.127	.021	-.032	.304
5	.122	.027	-.041	.260	.017	.392
6	.013	.420	-.049	.220	.012	.425
N						
1	-.141	.012	-.247	.001	.099	.058
2	-.079	.105	-.043	.249	-.039	.266
3	-.101	.054	-.193	.001	.068	.142
4	-.106	.047	-.163	.005	.124	.025
5	-.144	.011	-.156	.006	.053	.200
6	-.005	.472	-.064	.157	-.019	.384
7	-.130	.019	-.124	.024	.050	.212
8	-.053	.202	-.069	.138	.034	.294
9	-.003	.480	-.099	.059	.026	.344
10	-.016	.401	-.078	.108	.049	.218
11	-.103	.050	-.034	.292	.056	.189
12	.002	.490	-.052	.206	.024	.351
13	-.157	.006	-.246	.001	.021	.371
14	-.107	.044	-.177	.002	.105	.048
15	-.050	.215	-.017	.393	-.150	.008

Table 11 (cont'd)

	CDR		I-E		Age	
Item	Pearson$_r$	Probability	Pearson$_r$	Probability	Pearson$_r$	Probability
16	-.196	.001	-.202	.001	.025	.345
17	-.074	.122	-.089	.079	.068	.141
18	-.080	.104	-.074	.122	.087	.085
19	-.207	.001	-.209	.001	.008	.448
20	-.212	.001	-.195	.001	.042	.254
O						
1	-.137	.014	-.091	.073	-.067	.145
2	-.182	.002	-.150	.008	-.023	.361
3	-.050	.215	-.040	.262	-.014	.410
4	-.054	.198	-.069	.138	-.002	.485
5	-.211	.001	-.173	.003	.0008	.495
P						
1	.047	.229	.013	.420	-.034	.294
2	.020	.377	-.059	.176	-.033	.300
3	-.074	.121	-.161	.005	.090	.077
4	-.073	.122	-.138	.014	.006	.463
5	-.042	.251	-.071	.130	-.087	.085
6	-.037	.279	-.113	.036	-.085	.088
7	-.011	.431	.032	.304	-.072	.127
8	.019	.381	-.002	.486	-.030	.316
9	-.025	.345	-.063	.157	-.090	.076
10	-.0141	.411	-.020	.378	-.103	.051
11	-.004	.474	-.010	.435	-.109	.041
12	-.123	.024	-.109	.041	-.062	.162
Q						
1	-.171	.003	-.204	.001	.153	.007
2	-.163	.005	-.130	.020	.132	.018
3	-.142	.012	-.167	.004	.038	.276
4	-.270	.001	-.225	.001	.100	.057
5	-.292	.001	-.274	.001	.044	.242
6	-.209	.001	-.216	.001	.076	.114
7	-.261	.001	-.259	.001	.109	.042
8	-.129	.020	-.044	.242	-.049	.219
9	-.014	.414	-.095	.066	.0009	.495

Table 11 (cont'd)

Item	CDR		I-E		Age	
	Pearson$_r$	Probability	Pearson$_r$	Probability	Pearson$_r$	Probability
10	-.186	.001	-.192	.001	.011	.433
11	-.068	.142	-.012	.424	-.052	.208
R						
1	-.208	.001	-.135	.016	-.017	.397
2	-.094	.067	-.151	.008	-.077	.110
3	-.053	.201	-.147	.010	-.012	.425
4	-.213	.001	-.215	.001	.016	.398
5	-.016	.402	-.076	.115	-.066	.148
6	-.125	.023	-.166	.004	.039	.271
7	-.170	.003	-.249	.001	.127	.022
S						
1	-.068	.138	-.064	.156	-.030	.316
2	-.049	.217	-.058	.180	-.029	.325
3	-.035	.289	-.075	.115	-.017	.397
4	.028	.329	-.0003	.498	-.045	.237
5	-.087	.083	-.045	.235	.067	.144
6	.067	.144	-.048	.225	.032	.303
7	-.024	.354	-.069	.136	-.042	.253
8	.047	.230	-.101	.054	.022	.365
9	-.137	.015	-.216	.001	.067	.143
10	-.036	.287	-.085	.090	.002	.485
11	-.080	.101	-.134	.016	.070	.134
T						
1	-.044	.244	-.033	.303	.002	.487
2	-.040	.262	-.094	.067	-.027	.335
3	.025	.348	-.072	.125	.098	.060
4	-.058	.179	-.142	.012	.041	.256
5	.034	.297	-.034	.295	-.042	.254
6	.014	.412	-.072	.126	-.045	.238
7	.013	.419	-.022	.365	.021	.371
8	-.095	.066	-.177	.002	-.021	.368
9	-.121	.027	-.065	.151	-.027	.335
10	.001	.491	-.076	.113	.006	.462
11	.052	.202	-.015	.404	.095	.066

Table 11 (cont'd)

Item	CDR		I-E		Age	
	Pearson$_r$	Probability	Pearson$_r$	Probability	Pearson$_r$	Probability
12	-.024	.350	-.012	.425	.026	.341
13	-.036	.286	-.070	.132	-.048	.225
U						
1	-.159	.006	-.123	.025	-.047	.228
2	-.057	.184	-.107	.045	.014	.411
3	-.057	.183	-.112	.038	-.034	.297
4	-.008	.450	-.081	.099	.042	.252
5	-.084	.090	-.103	.052	-.011	.433
6	-.015	.406	-.108	.044	.030	.319
7	.011	.428	-.108	.044	-.004	.475
8	-.161	.005	-.158	.006	-.028	.332
9	-.075	.119	-.097	.061	.109	.042
10	-.042	.256	-.091	.075	-.040	.264
11	-.062	.164	-.097	.062	-.064	.155
12	-.011	.433	-.058	.179	.017	.393
13	-.047	.228	-.066	.146	-.005	.467
14	-.057	.185	-.129	.020	.028	.329
15	-.055	.193	-.100	.057	.033	.300
16	-.126	.023	-.141	.012	.104	.050

Conclusions

It has been assumed that the removal of institutional barriers for women desiring to enter non-traditional occupations (i.e., equal rights legislation) would be sufficient to increase the number of women entering these fields. However, statistics indicate that a large majority of women have remained in lower-paying, less skilled areas (U. S. Department of Labor, Women's Bureau, 1979). Therefore, the purpose of this study was to ascertain whether or not women employed in traditional occupations perceived personal-social barriers to entering non-traditional occupations and/or training programs. The results clearly indicate that the women surveyed do perceive personal-social barriers to entering male-intensive occupations.

The women in this study identified 43% (86) of the 200 statements in the survey instrument as being deterrents to entering non-traditional fields. These 83 statements reflect the following six of the 17 factors identified in the factor analysis procedure: 1) conceptions of the male-dominated work environment (factor one); 2) the influence of family (factor three); 3) the need for establishing priorities with regard to family responsibilities and career needs (factor four); 4) the attitude of others at the entry and training levels (factor five); 5) obtaining information about non-traditional careers (factor eleven); and 6) the lack of money or knowledge of where to get money for training (factor seventeen).

For the purpose of clarity and parsimony, these deterrents will be discussed in terms of factors rather than the individual statements. These factors as well as supporting evidence will be presented first, and differences between the results of this study and the work of others will follow. Lastly, a closer look at the perceptions across the three deterrent groups will be discussed.

Conceptions of the work environment (factor one) are perceived to be deterrents to entering male-intensive occupations by women in this sample. Research provides support for this factor as being a deterrent by suggesting that women are discriminated against by male supervisors with regard to promotion, supervision, and development (Rosen and Jerdee, 1974). Thus, many women are reluctant to enter the male-dominated work environment (Ekstrom, 1972). In addition, Trachtenberg and Richter (1976) found that females had existing negative attitudes toward participating in male-dominated professions.

Kane, et al., (1977) in a survey of employers of apprenticeable occupations found that when employees thought there was a difference between men and women (e.g., productivity, absenteeism), a higher proportion thought men rather than women were better. Denver's Better Jobs for Women program presents, as part of their orientation for participants, a slide-tape presentation outlining the isolation, depression, and ridicule women experience in entering male-dominated occupations. Their rationale is that even though the initial tone of the presentation is negative, it represents a reality with which women in apprenticeable occupations must deal (U. S. Department of Labor, 1978). Thus, not only have others (Ekstrom, 1972; Rosen and

Jerdee, 1974; and Trachtenberg and Richter, 1975) found evidence that conceptions of the male-dominated work environment (factor one) are perceived to be deterrents to women, there seems to be a realistic reason for women's perception of the barrier (Kane, et al., 1977; U.S. Department of Labor, 1978).

The influence of the family (factor three) as a socialization agent also represents a deterrent to women who wish to deviate from work roles considered to be acceptable for females. Females are socialized at an early age to consider certain roles as acceptable for them and other roles as unacceptable (Looft, 1971a). Research has shown that parents play an important role in influencing occupational choice and that family disapproval was a significant barrier to women who wish to enter occupations dominated by men (Burlin, 1976; Derryberry, Davis and Wright, 1979; Epstein, 1971; and Smith, et al., 1977).

This research has implications for the frequently made assumption that women in the labor market make individual choices about their occupation -- in reality they are probably family decisions (Reubens & Reubens, 1977). Thus, women look to their families for guidance in career planning (Caughman, 1978), and the influence of their families represents a significant deterrent to women who wish to enter male-intensive occupations.

Obtaining information about non-traditional careers (factor eleven), and the lack of money or knowledge of where to get money for training (factor seventeen), also represent barriers to entering non-traditional fields. It appears that both of these factors represent aspects of career planning. It has been suggested that women are trained in the role of being passive individuals and as a result, are less effective in planning a career (Cochran & Warren, 1976), and may need more assistance in career development (Prediger, et al., 1974) than is presently being offered. Thus, a major obstacle for women is a lack of knowledge regarding what is available, where and at what price (Wertheimer & Nelson, 1977).

While many schools are currently expanding their career options, Kane et al., (1977) found that representatives of Joint Apprenticeship Councils (JAC) feel that school vocational counselors encourage women along traditional lines, and consequently, they actively discourage women from entering non-traditional careers. Sedaka (1975) points out that one of the most serious deficiencies in the background learning experience of women is the lack of knowledge about the almost infinite number of jobs that exist today.

Even if a female can obtain information about non-traditional training, she faces the major obstacle of getting financial aid for her training. Specificially, in trying to get training, many women face a lack of financial aid for part-time students (Caughman, 1978). While some programs (e.g.,CETA programs) provide financial stipends, many women who would perhaps seek non-traditional training are not eligible. Thus, obtaining information about non-traditional careers (factor eleven) and the lack of money or knowledge of where to get money for training (factor seventeen), represent barriers to entering non-traditional fields and women may need more assistance in these areas.

Lastly, the attitude of others at the entry and training level (factor five) is perceived to be a deterrent to entering non-traditional occupations by the respondents. Ahrons (1976) and Cohen and Bunker (1975) found that women may be deterred from non-traditional jobs or training by counselors with traditional values. In a related study of barriers to females entering mathematical and science careers, Smith et al., (1977) found that senior high women are discouraged from pursuing the science and math courses which would prepare them to pursue science majors in college. Although the results of this study differ somewhat from barriers identified in the literature review (e.g., low occupational self-concept, lack of available role models, and fear of success or failure), some discussion may clarify the issue.

The results of this study indicate that factors that are not perceived to be deterrents are largely a reflection of women's perceptions of their own capabilities. Overall, it appears that women are not deterred from non-traditional fields because they are afraid they cannot handle the jobs. Instead, they are deterred by their perceptions of external forces such as the attitudes of others in the work place, in training programs, and in the home as well as the need for money to obtain the appropriate training.

Comparisons among occupation groups suggest that nurses, secretaries, and teachers do not, in general, perceive different deterrents, as only 5% (11) of the survey items revealed significant differences among these groups. Given the number of possible deterrents studied, this number of differences could be expected by chance alone.

A closer look at perceptions of deterrents across the three deterrent groups, i.e., those who: 1) seriously considered; 2) considered only a little; or 3) did not consider entering a non-traditional occupation, indicates that the extent to which a woman considers entering a non-traditional occupation effects the amount of deterrence she perceives. In general, there appears to be more similarity than difference in the types of deterrents identified by the three deterrent groups, but women who had given a little consideration to entering a non-traditional career identified more deterrents than the other groups. One possible reason for this is that women who have never considered a non-traditional occupation have probably not explored these occupations and as a result may be unaware of some of the problems, and therefore, identify fewer deterrents. Conversely, women who have seriously considered non-traditional occupations may have explored them more in depth than women giving less consideration, and as a result of being more knowledgeable about these fields, may identify fewer deterrents. The moderate group identified a greater number of deterrents and had a lower mean rating for most deterrents. Thus, they could be considered the most deterred group.

The present research has ramifications for the frequently made assumption that women are for the most part, externally oriented individuals, specifically in relation to the area of employment (Minnigerode, 1976). The results of this study appear to be in opposition to this assumption as women in this sample were not highly externally oriented, i.e., the group as a whole did not evidence a high degree of external locus of control. However, the present results did indicate that those women who exhibited greater externality also perceived more barriers to entering a non-traditional occupation.

In conclusion, the results of this study indicate that females are deterred by their perception of external forces such as the attitudes of others in the home, in the work and training settings, as well as the need for money to obtain appropriate training. In addition, women who are externally oriented and feel a lack of personal control in employment aspects of their life, also perceive more barriers to entering non-traditional occupations.

Therefore, the developers of educational programs designed to help women enter non-traditional occupations may want to consider addressing the barriers noted in this study, as well as dealing with learned helplessness and internal-external locus of control. Perhaps such programs could benefit women by helping them to discover that they can have control over their career and can be instrumental in setting their own career goals, thereby reducing the effect of an external orientation. This is not to understate the difficulty in overcoming these influences, but rather to indicate that they can be dealt with once the barriers are identified.

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Appendix A

Original Interview

INTERVIEWER ______________________

DATE ______________________

NAME ______________________________________

TITLE OF PRESENT POSITION (N T S) ______________________

AGE (approximate ______________ RACE ______________________

"I'd like to review with you the purpose of the project and tell you why I am here today.......As we talk, I'd like for you to think about the reasons you had for not going into _________. Some of the reasons might not be particularly obvious at this point, so I'll be asking you some questions about people who were influences on your life, about the attitudes you hold, and about the factors which have made you who you are. So, I'd like you to be thinking about these things to help us really determine the factors which contributed to your not entering that field."

"Do you have any questions so far? If not, let's begin."

1. Where did you grow up? (Hometown)

2. What was your mother's occupation?

3. What was your father's occupation?

4. Were both your parents living at home when you grew up?

5. Describe your parents' education:

6. Describe your own education:

7. What was the non-traditional occupation that you had planned to enter?

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8. How old were you when you thought about being a ________________?

"Let's talk about why you did not go into that field."

9. What were your concerns about going into ________________? (Probe her responses)

10. What were the strongest factors which steered you away from ________________? (Probe each of her factors)

"Sometimes relatives and others around you can have an affect on your career plans. They may have ideas of what jobs they think you are best suited for, or what job to go into or not to go into. They may even suggest what to study or major in at school."

11. Do you think your father may have been a factor in you not going into ________________?

Yes: How was he influential to you?

Why was this so?

Why did he feel this way?

What were his values about your future work?

Did your being a woman cause him to feel this way?

How did he treat your mother?

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12. a. What were your mother's influences on you?

b. What were her values about work outside the home?

13. a. In what ways did your brother(s) and/or sister(s) have an influence on your career plans?

b. On you abilities?

14. What about other relatives' influences on you? (Aunts, uncles, grandparents?)

15. Were there teachers or counselors who influenced you not to enter this profession?

How did they influence you?

What kinds of things did they talk to you about that caused you to alter your plans?

16. a. Did your boyfriend (husband) have an effect on your decision not to go into ______________?

How?

b. What were the reservations that you expected your husband to have which may have influenced you not to enter?

17. Were you financially able to attend school in order to train for this job?

Yes: Did you enroll?

Yes: What kind of reaction did you have from the people there?

No: Why Not?

Did you ever have the opportunity to look into it?

No: Why not?

Why didn't your parent(s) help you out?

Why didn't you apply for financial aid or loans?

If you had known about the aid available, would you have applied?

No: Why not?

18. Were there other financial considerations or concerns about money which kept you out?

What were these concerns?

Were these concerns part of your reasons for not entering?

19. What were your parent(s)' attitudes about working women which may have acted as barriers to your entering?

20. a. Did your hometown or community have certain expectations which influenced your career choices?

b. Was there a feeling from the people there about the kinds of jobs that you should or should not go into?

21. Did your religious background influence your not going into it?

How? Why?

22. a. Did your schools ever discourage you from certain careers or encourage you into specific ones?

b. Did your school have a particular preference for one type of occupation over another that influenced you?

23. Did other jobs you held or businesses you worked for have certain attitudes which affected you?

24. Did the traditional concept of the "woman's role" affect your choice of career?

a. Did your ideas of what a wife should be influence your decision?

b. Did your ideas about being a mother influence your choice of a career?

c. How did children affect your career plans?

d. What are your values and feelings about the "woman's role"?

25. What about your ability to do the work?

a. Good ability response:
What were the reasons, then, that you had for not pursuing that line of work?

b. Poor ability response:
How did you arrive at the conclusion that you did not have the ability?

c. Who or what led you to believe this about yourself?

26. What were your feelings about yourself at the time when you decided not to enter the field?

27. Do you think women are suited to do this kind of work?

Yes: Why?

No: Why not?

What factors or attitudes keep women out?

28. Are females usually accepted in this field?

Yes: Then, what kept you out?

No: What kinds of things discourage women who want to enter this field?

29. Are women in this field treated any differently from men?

How?

30. Did you make plans to enter this field?

Yes: What were they?

What made you change your plans?

No: Why not?

31. Had you made any career plans?

Yes: What were they?

Who or what influenced you?

No: Why not?

32. Did you look into the training program or preparatory course necessary for this field?

Yes: What kinds of reactions did you get from the people there?

No: Why not?

Did you ever have the opportunity to look into it?

What would you have had to do in order to get such information?

33. Did you ever apply for a position in this field?

Yes: What happened?

Were you offered the job?

Yes: Why didn't you take it?

No: What were their reasons for not hiring you?

No: Why not?

What discouraged you from applying?

34. What are the reasons that other women have for not becoming a (her specific field)?

35. What are some of the reasons that you think your friends and women in general have for not entering traditionally male-dominated fields?

36. Is there anything else I missed that you'd like to add?

37. What do you feel, after all these things that we have discussed, are the factors which kept you from entering this field?

(Go over questionnaire with her and review those things which you not consider deterrants.

Get her reactions to your interpretations.)

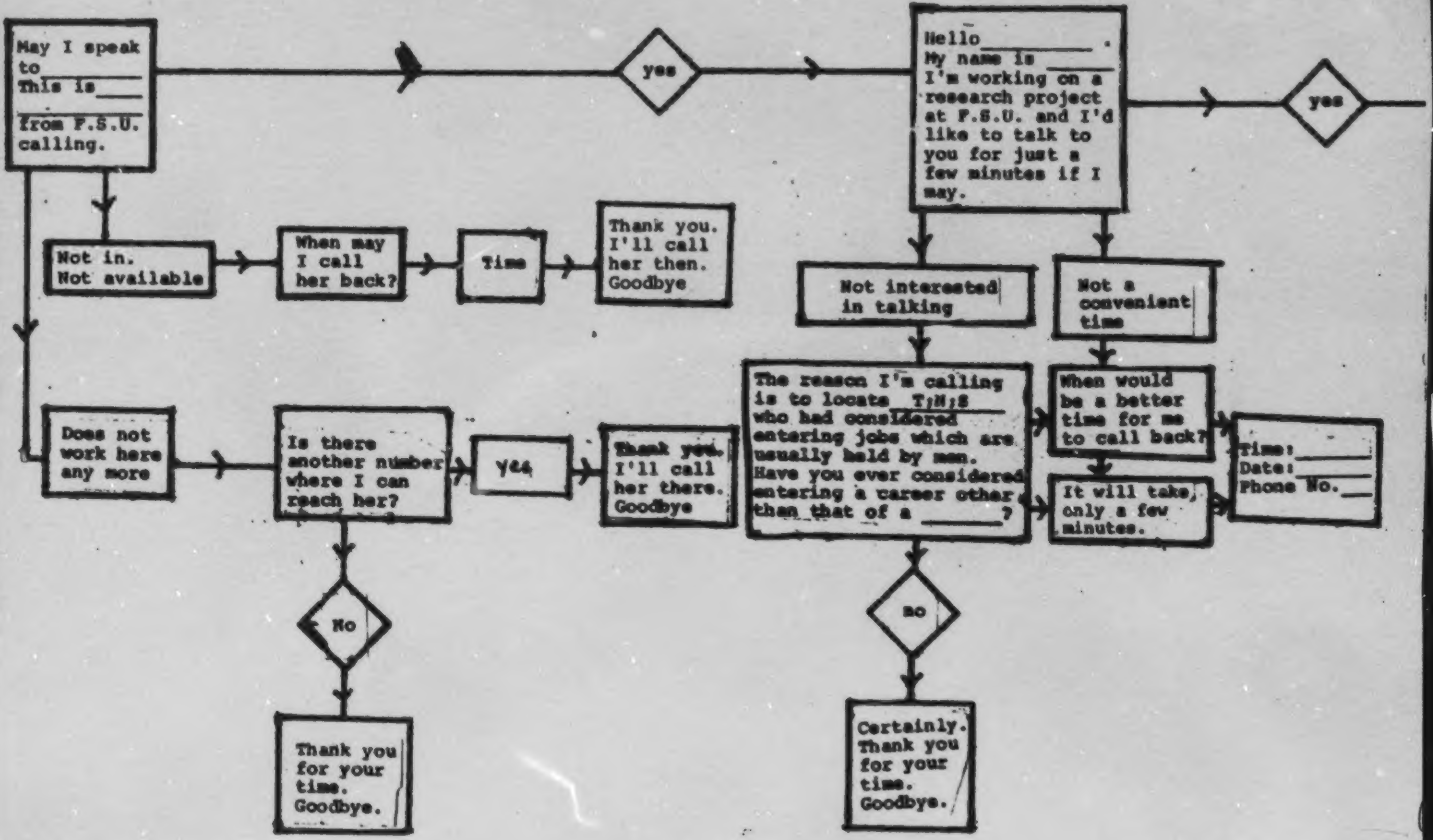
Thank you very much. Bye.

Appendix B

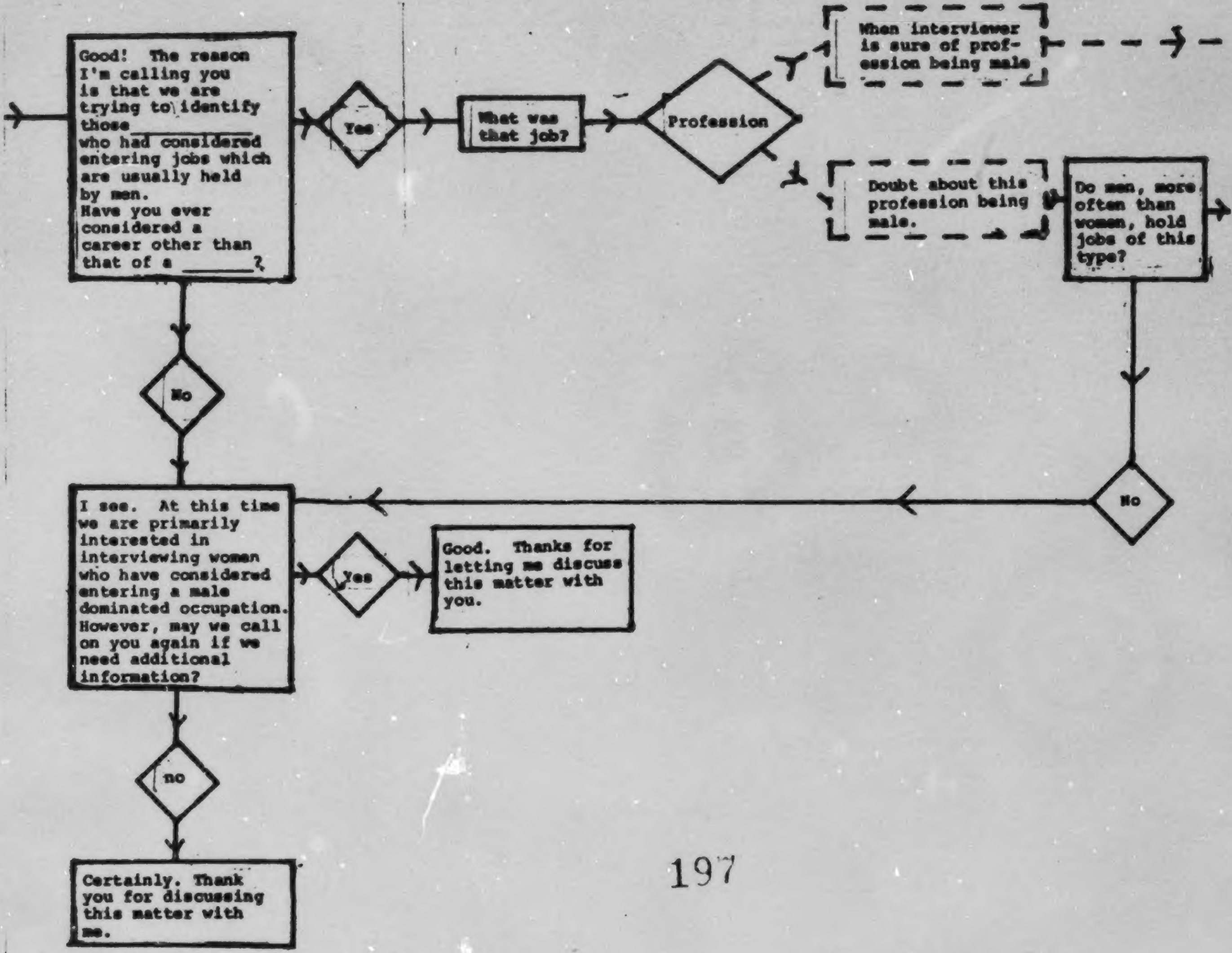
Telephone Survey Flow Chart

Appendix B

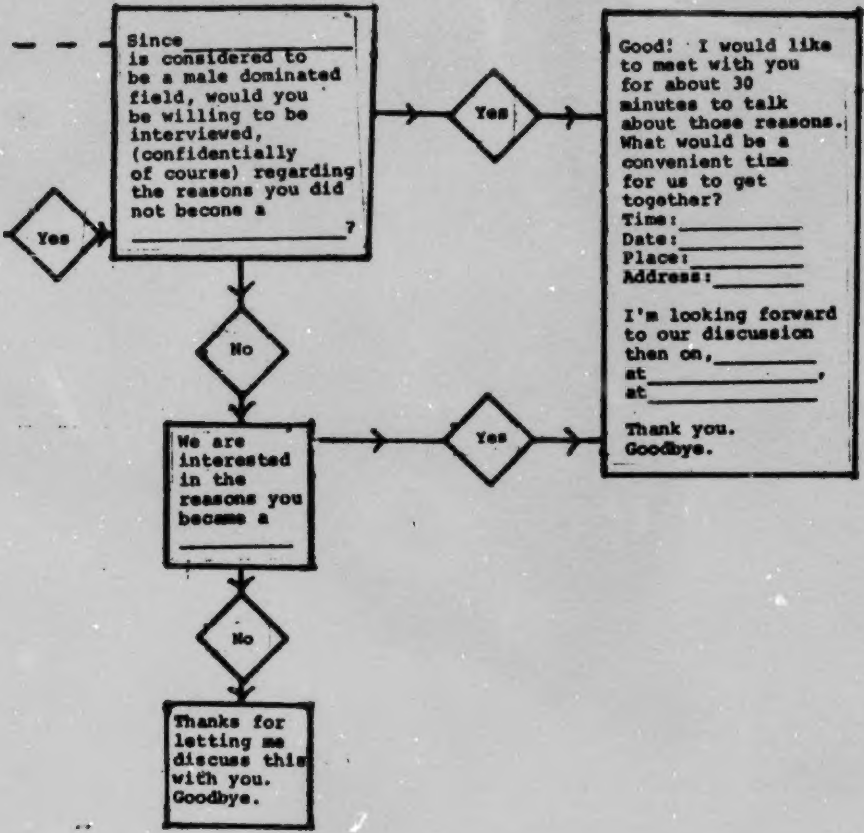
Telephone Survey Flow Chart


May I speak to ______ This is ______ ______ from F.S.U. calling.
yes
Hello ______ . My name is ______ I'm working on a research project at F.S.U. and I'd like to talk to you for just a few minutes if I may.
yes
Not in. Not available
When may I call her back?
Time
Thank you. I'll call her then. Goodbye
Not interested in talking
Not a convenient time
Does not work here any more
Is there another number where I can reach her?
Yes
Thank you. I'll call her there. Goodbye
The reason I'm calling is to locate T;N;S ______ who had considered entering jobs which are usually held by men. Have you ever considered entering a career other than that of a ______?
When would be a better time for me to call back?
It will take only a few minutes.
Time: ______
Date: ______
Phone No. ______
No
Thank you for your time. Goodbye.
no
Certainly. Thank you for your time. Goodbye.

Appendix B (cont'd)


Good! The reason I'm calling you is that we are trying to identify those ____________ who had considered entering jobs which are usually held by men. Have you ever considered a career other than that of a _______?
Yes
What was that job?
Profession
When interviewer is sure of profession being male
Doubt about this profession being male.
Do men, more often than women, hold jobs of this type?
No
No
I see. At this time we are primarily interested in interviewing women who have considered entering a male dominated occupation. However, may we call on you again if we need additional information?
Yes
Good. Thanks for letting me discuss this matter with you.
no
Certainly. Thank you for discussing this matter with me.

Appendix B (cont'd)



Since________________ is considered to be a male dominated field, would you be willing to be interviewed, (confidentially of course) regarding the reasons you did not becone a ________________?

Good! I would like to meet with you for about 30 minutes to talk about those reasons. What would be a convenient time for us to get together?

Time:__________

Date:__________

Place:__________

Address:________

I'm looking forward to our discussion then on,__________ at______________, at______________

Thank you. Goodbye.

We are interested in the reasons you became a __________

Thanks for letting me discuss this with you. Goodbye.

Appendix C

Survey of Women's Attitudes About Careers

SURVEY OF WOMEN'S ATTITUDES ABOUT CAREERS

This survey provides you with an opportunity to express your opinions about the obstacles that would be (or are) encountered by women who choose to seek jobs in fields usually dominated by men. The results of the survey will help us assist women to establish careers in the field of their choice, whether it be one usually dominated by women or men.

On the following pages you will find a series of statements that may or may not keep women from seeking a job in an area that is usually dominated by men. You are asked to express your feelings about how much or how little you agree with each statement.

There are no right or wrong answers, so do not hesitate to respond to each statement exactly the way you feel.

DIRECTIONS FOR MARKING YOUR RESPONSES:

A. In making your responses circle 1, 2, 3, 4, or 5 as below:

(1) Strongly Agree--if the statement describes an obstacle that would have considerable impact on women's career development.

(2) Agree--if the statement describes an obstacle that would have moderate impact on women's career development.

(3) Undecided--if you are not sure whether or not the statement describes an obstacle that would have an impact on the career development of women.

(4) Disagree--if the statement does not describe an obstacle that would have considerable impact on career development.

(5) Strongly Disagree--if the statement describes an obstacle that would have little, if any, impact on career development.

B. When selecting your responses, consider the response words as if they were points on the same straight line.

Strongly Agree 2 Undecided 4 Strongly Disagree
1 Agree 3 Disagree 5

C. Below are sample statements with responses shown.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
People have trouble getting into business.	1	[✓ 2]	3	4	5
Career fields are hard to get into.	1	2	[✓ 3]	4	5

D. PLEASE DO NOT OMIT ANY ITEMS.

A. A woman may decide not to enter careers that are usually held by men because:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. She wasn't told she could.	1	2	3	4	5
2. She doesn't want any hassle on the job	1	2	3	4	5
3. Her husband would be jealous of her success.	1	2	3	4	5
4. She doesn't want to compete.	1	2	3	4	5
5. She doesn't see herself as a professional.	1	2	3	4	5
6. She doesn't feel that she is as competent as the man in the field	1	2	3	4	5
7. She would offend men by being successful	1	2	3	4	5
8. She feels that women have to be better (work harder, etc.) than men to be successful in the same job . . .	1	2	3	4	5

B. Information about careers usually held by men:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. May be difficult to relate to for a woman.	1	2	3	4	5
2. May never be sought by women	1	2	3	4	5
3. May never be reviewed seriously by a woman	1	2	3	4	5
4. May take extra effort to obtain as compared to information concerning occupations typically held by females	1	2	3	4	5
5. May not be available in the form of a female role model	1	2	3	4	5

C. If a woman seeks information about non-traditional occupations (those usually held by men) she may find that:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. She has difficulty overcoming negative feedback from the sources of occupational information	1	2	3	4	5
2. She has difficulty getting people to talk to her about these occupations	1	2	3	4	5
3. She has difficulty getting information about openings in these occupations.	1	2	3	4	5
4. She may have difficulty overcoming the pressure to look at information about jobs that are traditionally female	1	2	3	4	5
5. She may have difficulty knowing where to start looking for information needed.	1	2	3	4	5
6. She has difficulty accepting the possibility of upsetting anyone by looking at information concerning non-traditional occupations	1	2	3	4	5

D. A woman who attempts to get training in a male dominated field is likely to feel that persons offering the training programs:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Are not interested in her	1	2	3	4	5
2. Think that she would not be able to do the work . .	1	2	3	4	5
3. Think of her as a female, rather than someone seriously interested in pursuing a career	1	2	3	4	5
4. Would have the perception that women would not "stay with" the training program.	1	2	3	4	5
5. Would recruit her into a female dominated occupational training program	1	2	3	4	5
6. Do not think she could get a job in the occupation for which they offered training	1	2	3	4	5
7. Think that the occupation for which they offer training "just isn't for women"	1	2	3	4	5
8. Think that even if you can train her, she won't be physically strong enough for the job.	1	2	3	4	5
9. Think she won't like the working conditions	1	2	3	4	5
10. Think she won't fit in with those already in the profession.	1	2	3	4	5

E. A woman who makes plans to enter a career usually sought only by men is likely to feel that her friends think that:

1. She isn't feminine.	1	2	3	4	5
2. "Ladies" shouldn't seek that kind of career	1	2	3	4	5
3. She won't be satisfied with the job	1	2	3	4	5
4. She should seek a job in an area where more women are employed	1	2	3	4	5
5. She won't have any job security	1	2	3	4	5
6. Women shouldn't want a lifetime career.	1	2	3	4	5
7. Women should be teachers, secretaries, nurses or homemakers	1	2	3	4	5
8. Women should be satisfied with their lot - having children, keeping house, taking care of their husbands	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
F. A woman may be reluctant to seek training for a career usually held by men because:					
1. She feels that men are more intelligent than women .	1	2	3	4	5
2. She feels that men are more competent than women in some areas such as math and science	1	2	3	4	5
3. She has doubts about her ability to do the job even if she did finish the training.	1	2	3	4	5
4. She feels that women have less mechanical ability than men	1	2	3	4	5
5. She feels that the "pay off" of training is quicker for the traditional jobs	1	2	3	4	5
6. She is unable or not willing to forgo income during training or graduate school for the non-traditional occupation	1	2	3	4	5
7. She is not willing to go into debt in order to get the necessary training	1	2	3	4	5
8. She has a low paying job which doesn't allow her to save enough to pay for additional training.	1	2	3	4	5
9. She doesn't know how to get financial aid for this kind of training	1	2	3	4	5
10. She would feel that any money available to pay for training for these kinds of jobs should go to her husband or other male members of the household . . .	1	2	3	4	5
11. She couldn't be away from her family for training programs that are offered in the evening	1	2	3	4	5
G. Women who hold jobs in traditional female fields find it difficult to leave their jobs to acquire jobs traditionally held by men because:					
1. They like their present job.	1	2	3	4	5
2. They don't want to give up their job security. . . .	1	2	3	4	5
3. They know they can be successful in the job they hold	1	2	3	4	5
4. They want to stay where they are safe and secure . .	1	2	3	4	5
5. They are respected for the work they do now, but wouldn't be respected in the new field	1	2	3	4	5
6. They feel that the experience they had in a "female" job won't count for experience required in a male job.	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
H. Women have traditionally remained in certain jobs and professions because they believe that:					
1. A woman should be supportive of her husband's career	1	2	3	4	5
2. A woman degrades herself by taking a job usually held by men.	1	2	3	4	5
3. Husbands object if wives make a higher salary than they do.	1	2	3	4	5
4. A woman has a different set of values than a man .	1	2	3	4	5
5. A woman shouldn't be out in the business world where she can hear all that "man talk"	1	2	3	4	5
6. A woman shouldn't have a career.	1	2	3	4	5
7. A woman will be propositioned if she works where men work	1	2	3	4	5
8. A woman can't control her emotions well enough to be successful.	1	2	3	4	5
9. A woman is too old to return to school after she has taken time to raise a family	1	2	3	4	5
I. A woman may not prepare for any career because:					
1. A woman's place is in the home.	1	2	3	4	5
2. A woman should be a wife and mother first.	1	2	3	4	5
3. Men will take care of them anyway.	1	2	3	4	5
4. A woman should not work when she has children. . .	1	2	3	4	5
5. A woman should not work unless it is financially necessary.	1	2	3	4	5
6. A woman doesn't have the energy to deal with a career and housework too	1	2	3	4	5
J. A woman may have difficulty getting qualified and staying qualified for jobs traditionally held by men because:					
1. She can't stay in school long enough	1	2	3	4	5
2. She finds it necessary to leave the training program to follow her husband or family	1	2	3	4	5
3. She feels it would be difficult to get admitted to the educational or training program, so she never tries.	1	2	3	4	5

J. (cont'd) A woman may have difficulty getting qualified and staying qualified for jobs traditionally held by men because:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
4. She feels that she can't leave her family to go to a training program in another state	1	2	3	4	5
5. She feels that she can't go out of town for training sessions or conferences	1	2	3	4	5
6. She is not willing to get more training to get back into a career after she has stepped out for a period of time	1	2	3	4	5
7. She doesn't want to be like persons who hold these jobs	1	2	3	4	5
8. She doesn't feel it is worth the hassle to get the required training	1	2	3	4	5
9. She hasn't had anyone tell her to take the required prerequisites for the training program	1	2	3	4	5
10. She usually enrolls in a school curriculum that doesn't prepare her for a job	1	2	3	4	5
11. She doesn't want to tie herself down long enough to get the training	1	2	3	4	5
12. She feels that the training programs would be too difficult for a woman	1	2	3	4	5
13. She does not have time to pursue training for these kinds of jobs	1	2	3	4	5
14. She won't accept the responsibility for overcoming her deficiencies in order to get into a training or educational program	1	2	3	4	5
15. She finds it easier to get into and/or reenter jobs traditionally held by women	1	2	3	4	5
16. She got a scholarship in another field and cannot financially afford to give it up in order to pursue the training in the male-dominated field	1	2	3	4	5

K. A woman may feel that if she is successful in an occupation typically held only by men that:

1. Men feel uncomfortable with women in responsible positions	1	2	3	4	5
2. She could no longer be dependent on a man	1	2	3	4	5
3. She would lose her reputation as a lady	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
K. (cont'd) A woman may feel that if she is successful in an occupation typically held by men that:					
4. Men would not have anything to do with her socially	1	2	3	4	5
5. She will have to act the "dumb broad" part to keep from offending the less competent male.	1	2	3	4	5
6. She still will not be as respected as a male with similar success	1	2	3	4	5
7. Men would still feel they would have to protect her from "unpleasant" experiences.	1	2	3	4	5
8. She will be considered homosexual.	1	2	3	4	5
9. She will have to grant sexual favors to the men in order to advance	1	2	3	4	5
L. An employed women may not be willing to risk seeking a job usually held by men because:					
1. She isn't concerned with how much she makes.	1	2	3	4	5
2. She feels she would risk her present occupation if she looked for another job	1	2	3	4	5
3. She feels she wouldn't be paid as much as the men.	1	2	3	4	5
4. She feels that a higher paying job would be less secure	1	2	3	4	5
5. She feels an immediate obligation to help her family financially	1	2	3	4	5
M. College education for a woman:					
1. Isn't worth as much as it is for a man	1	2	3	4	5
2. Isn't supported by a girl's parents if she wants to enter a profession.	1	2	3	4	5
3. Makes it harder to get a job than if she hadn't gone to college.	1	2	3	4	5
4. Is usually just an insurance policy in case she has to work.	1	2	3	4	5
5. Is a waste of time since a women doesn't need to know anything anyway	1	2	3	4	5
6. Reduces her options for employment	1	2	3	4	5

N. A woman may be reluctant to pursue a career in a field dominated by men because:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. She is afraid of being rejected by the males with whom she would be working.	1	2	3	4	5
2. She doesn't want to try, if it appears to be too hard	1	2	3	4	5
3. She feels there is a low probability of a woman being successful in the field.	1	2	3	4	5
4. She couldn't take the chance of not being successful	1	2	3	4	5
5. She feels that men in the occupation would insist that she play the woman's role	1	2	3	4	5
6. She is afraid she may not be able to complete the training or schooling required for the job . .	1	2	3	4	5
7. She is reluctant to apply or interview for jobs usually held by men.	1	2	3	4	5
8. She doesn't want to make a career decision	1	2	3	4	5
9. She is afraid it would be a mistake.	1	2	3	4	5
10. She feels women should not compete in a man's world.	1	2	3	4	5
11. She is afraid she would start to look masculine. .	1	2	3	4	5
12. She feels that she wouldn't like doing the tasks that these jobs require.	1	2	3	4	5
13. She feels that she would be given the most miserable task(s) in the place.	1	2	3	4	5
14. She doesn't feel that she can convince an employer that she has the ability to do the job	1	2	3	4	5
15. She feels she won't have any privacy on the job. .	1	2	3	4	5
16. She would not have flexibility in moving in and out of the profession.	1	2	3	4	5
17. These careers wouldn't give her time to be a mother	1	2	3	4	5
18. She doesn't have the experience or training. . . .	1	2	3	4	5
19. She doesn't feel she would be lucky enough to get it	1	2	3	4	5
20. She doesn't feel she would get the job - so why try	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
O. Women may have difficulty getting jobs usually held by men because:					
1. Women can't pick up and move to a job as easily as a man	1	2	3	4	5
2. They think that employers don't hire women for management positions	1	2	3	4	5
3. They don't plan for a lifetime career.	1	2	3	4	5
4. They don't want to leave their hometown.	1	2	3	4	5
5. They don't have the social connections to assure their getting the job.	1	2	3	4	5
P. Women do not seek the same careers as do men because:					
1. They lack ambition	1	2	3	4	5
2. They can't stick with the discipline of preparation for a career.	1	2	3	4	5
3. They lack self-confidence.	1	2	3	4	5
4. They are more timid than men	1	2	3	4	5
5. They usually take the easy way out	1	2	3	4	5
6. They cannot stand up for what they want.	1	2	3	4	5
7. They don't want to take the responsibility expected in these fields	1	2	3	4	5
8. They can't sort out dreams from reality.	1	2	3	4	5
9. They aren't emotionally strong enough.	1	2	3	4	5
10. They are more suited for other careers because they are more sensitive and compassionate. . . .	1	2	3	4	5
11. They are not good at decision making	1	2	3	4	5
12. They are rejected by other women if they become competent in a career dominated by men. . .	1	2	3	4	5
Q. A woman who obtains a job in an area dominated by men may find it difficult to cope with:					
1. Being "talked down" to by men who are less competent than she	1	2	3	4	5
2. The men's thinking she won't be able to do an effective job.	1	2	3	4	5
3. The resentment from the wives of the men with whom she works	1	2	3	4	5

Q. (cont'd) A woman who obtains a job in an area dominated by men may find it difficult to cope with:

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
4.	The feeling that no matter how well she does her job she will not be promoted	1	2	3	4	5
5.	The negative attitude of men that she's taking the place of a male who should be in that job	1	2	3	4	5
6.	Getting less regard than men for doing the job well	1	2	3	4	5
7.	Men's attitude of superiority	1	2	3	4	5
8.	Working with men all the time	1	2	3	4	5
9.	The dangers that exist in some jobs	1	2	3	4	5
10.	The feeling (by men) that they are better at technical things than women are	1	2	3	4	5
11.	The conflict with the religious teaching that stress the role of a woman as that of a wife and mother	1	2	3	4	5

R. A woman who works in jobs usually held by men:

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Must earn respect rather than have it conferred on them as the men do	1	2	3	4	5
2.	Has difficulty supervising other women	1	2	3	4	5
3.	Has to put up with other women who are jealous of her success	1	2	3	4	5
4.	Gets criticism that relates to being female rather than job performance	1	2	3	4	5
5.	Resents having to become one of the "good ole boys"	1	2	3	4	5
6.	Has to stand up for her rights in order to get promotions she deserves	1	2	3	4	5
7.	Has a boss that is male	1	2	3	4	5

S. A woman is likely to choose to enter a "female" career (those usually dominated by women) because:

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Others tell her to	1	2	3	4	5
2.	Her friends chose it too	1	2	3	4	5
3.	Her friends couldn't make it in other fields	1	2	3	4	5
4.	Her friends didn't want a career	1	2	3	4	5
5.	Books, TV, and magazines all portray women in stereotyped roles	1	2	3	4	5

S. (cont'd) A woman is likely to choose to enter a "female" career (those usually dominated by women) because:

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
6.	She lacks a commitment to any career.	1	2	3	4	5
7.	She knows of women who are unhappy in other careers	1	2	3	4	5
8.	Persons employed in the career will be supportive of her.	1	2	3	4	5
9.	She could never decide to prepare to enter a different kind of job.	1	2	3	4	5
10.	She has not been told to pursue other alternatives.	1	2	3	4	5
11.	She is not aware of her own potential	1	2	3	4	5
T.	A woman's family may affect her career decision by:					
1.	Expecting her to have babies.	1	2	3	4	5
2.	Expecting her to marry well	1	2	3	4	5
3.	Discouraging her from going to school	1	2	3	4	5
4.	Expecting her to please them rather than make her own career decision	1	2	3	4	5
5.	Putting too much pressure on her to do well in a proper career field	1	2	3	4	5
6.	Making all of her decisions for her	1	2	3	4	5
7.	Teaching her where a woman's place is in society.	1	2	3	4	5
8.	Expecting her to work immediately to assist in supporting the family	1	2	3	4	5
9.	Protecting her.	1	2	3	4	5
10.	Teaching her that career women are degenerate	1	2	3	4	5
11.	Teaching her that women are solely responsibile for raising the family and taking care of the household operation	1	2	3	4	5
12.	Insisting that a woman can't be a good wife and have a career	1	2	3	4	5
13.	Allowing her to depend on them for financial support	1	2	3	4	5

U. A woman may not go into a non-traditional or previously male dominated career because:

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Her family feels that academics were for men: easier studies are for women	1	2	3	4	5
2.	Her family told her that boys would not want to date girls who were too smart or who were career oriented	1	2	3	4	5
3.	Her parents felt the boy in the family should have priority for career training.	1	2	3	4	5
4.	Her family gave little or no positive feedback regarding her career plans	1	2	3	4	5
5.	Her main desire is to please her parents	1	2	3	4	5
6.	Her parents do not appreciate the value of an education.	1	2	3	4	5
7.	Her parents felt that professions that require a college degree are not for women	1	2	3	4	5
8.	Her family wanted her to do what was safe and secure	1	2	3	4	5
9.	There are no career oriented, professional role models in her immediate family	1	2	3	4	5
10.	Her parents told her that she shouldn't work in a job that had a lot of men in it.	1	2	3	4	5
11.	Her feeling that if her parents said so, it must be right	1	2	3	4	5
12.	Her parents want her to get married, take care of her husband, and provide grandchildren as soon as possible	1	2	3	4	5
13.	Her reluctance to leave home or to be completely independent.	1	2	3	4	5
14.	Her feeling that her job was only temporary until marriage	1	2	3	4	5
15.	Her working mostly with men in a profession causes problems at home for her husband	1	2	3	4	5
16.	Her inability to be a mother, housekeeper, and career woman all at the same time.	1	2	3	4	5

Occupational Experience Scale

INSTRUCTIONS:

The statements that follow provide you with an opportunity to express the way you feel about certain events regarding careers and career decisions. Each item consists of a statement and a pair of alternative responses lettered a or b. Please select the one you actually believe to be true, rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief, obviously there are no right or wrong answers.

In some instances, you may discover that you believe both statements or neither one. In such cases, be sure to select the one you most strongly believe to be the case, as far as you are concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choice.

1. People find out about jobs and what skills and knowledge are required for the job
   a. usually by accident.
   b. because they carefully consider all job possibilities.
2. The job you are able to get depends mostly on
   a. how lucky you are
   b. how much you know about the jobs that are available
3. When it is time to think about getting a job
   a. the steps to get into the job will become obvious to you.
   b. you should ask a young person in the occupation in which you are interested what he did to get the job.
4. If you find a good job, it would more likely be because
   a. you were in the right place at the right time.
   b. of your earlier decision to prepare for it.
5. It is better to
   a. have someone else plan your career.
   b. get all the facts and advice you think you need and make your own career plans.
6. Information about jobs should
   a. be provided to students in their classes.
   b. be obtained by the student who is interested in a particular occupation, from whatever sources are available.
7. In a job interview, it is probably best to
   a. just answer the questions you are asked.
   b. have certain things planned ahead that you want to tell the interviewer.
8. You should
   a. try to get a job where you have to make a lot of decisions by yourself.
   b. take a job where you are told what and how to do everything.
9. Teenagers should
   a. think out and plan the right path for their careers.
   b. be given intensive tests and interviews by vocational guidance counselors to determine the right career for each of them.

Occupational Experience (cont'd)

10. You should
    a. try to understand yourself, your needs and values in relation to jobs.
    b. depend on others to tell you how you would fit into jobs.

11. Your interest
    a. should be determined by exploring jobs and what you like about them.
    b. should not be explored, because liking a job is not important.

12. Suppose someone is promoted to a leadership position in his company. It is probably because
    a. he/she took advantage of the opportunities that were available.
    b. he/she got the right breaks.

13. If you are looking for work, it is probably best to
    a. take the first job that is offered to you.
    b. wait until you find a job that would be satisfying to you.

14. Knowing what occupation is best for you
    a. is not possible because there are too many things a person cannot know.
    b. depends mostly on your figuring out what kind of person you are.

15. If you get a job that you enjoy, it might possibly be because
    a. someone told you to take the job because they thought it was right for you.
    b. you took into account the types of things you want to get from a job.

16. If you get a job that you don't like, it would most likely be because
    a. you didn't try hard enough to find out what jobs you would like.
    b. because of things that you do not have control over.

17. Results of tests concerning occupational choice should be used to
    a. help you explore your feelings about jobs and how you fit into them.
    b. show you the jobs in which you could be successful.

18. Getting a particular job depends mostly on
    a. what you know and are able to do.
    b. knowing the right people.

19. Doing a job well depends on
    a. someone giving you a specific set of procedures to follow.
    b. being able to make the right decisions yourself.

20. Suppose a test showed that you did not know much about occupations. Would this most likely be because
    a. no one had ever bothered to tell you about occupations?
    b. you had not looked into requirements for occupations?

21. A person
    a. should depend on others to tell him/her what job is best suited for him/her.

    b. can figure out what job is best suited for him/her.

22. If you get a job that agrees with you abilities and interests, it is probably because
    a. you planned well.
    b/ it just happened that way.

Occupational Experience (cont'd)

23. Preparation for a particular occupation
    a. will allow you to enter that occupation or a related one.
    b. doesn't do any good, because the future cannot be predicted.

24. Learning about jobs
    a. is necessary if you want to make a wise career choice.
    b. usually doesn't help

25. Suppose you have a job and your supervisor is telling you how to do a job which you cannot understand. It would probably be because
    a. he didn't explain it well.
    b. because of something you are supposed to know but have forgotten.

26. The school should
    a. provide an opportunity for you to explore occupations in which you are interested.
    b. require you to explore many occupations.

27. A person
    a. can usually tell which job is best for him/her.
    b. usually has very little to say about the job her/she gets.

28. Suppose a friend of yours becomes a doctor. Would it most likely be because he/she
    a. worked hard throughout school so that he/she could get into medical school?
    b. his father got him/her into medical school?

29. If you don't get the job you want, it is probably because of
    a. bad luck.
    b. lack of planning.

30. It is probably better
    a. to take only a job that interests you.
    b. to take any job that is offered to you.

Life Experience Scale

INSTRUCTIONS:

The statements that follow are similar to those above except that they include a broader range of life experiences. You are to select one alternate statement that you believe to be the most true from each pair. Please indicate your response by circling either a or b for each set.

1. a. Children get into trouble because their parents punish them too much.
   b. The trouble with most children nowadays, is that their parents are too easy with them.

2. a. Many of the unhappy things in people's lives are partly due to bad luck.
   b. People's misfortunes result from the mistakes they make.

3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.
   b. There will always be wars, no matter how hard people try to prevent them.

Life Experience Scale (cont'd)

4. a. In the long run people get the respect they deserve in this world.
   b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5. a. The idea that teachers are unfair to students is nonsense.
   b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6. a. Without the right breaks one cannot be an effective leader.
   b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7. a. No matter how hard you try some people just don't like you.
   b. People who can't get others to like them don't understand how to get along with others.

8. a. Heredity plays the major role in determining one's personality.
   b. It is one's experiences in life which determine what they're like.

9. a. I have often found that what is going to happen will happen.
   b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10. a. In the case of the well prepared student there is rarely, if ever, such a thing as an unfair test.
    b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
    b. Getting a good job depends mainly on being in the right place at the right time.

12. a. The average citizen can have an influence in government decisions.
    b. This world is run by the few people in power, and there is not much the little guy can do about it.

13. a. When I make plans, I am almost certain that I can make them work.
    b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14. a. There are certain people who are just no good.
    b. There is some good in everybody.

15. a. In my case getting what I want has little or nothing to do with luck.
    b. Many time we might just as well decide what to do by flipping a coin.

16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
    b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, not control.
    b. By taking an active part in political and social affairs the people can control world events.

Life Experience Scale (cont'd)

18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
    b. There really is no such thing as "luck.

19. a. One should always be willing to admit mistakes.
    b. It is usually best to cover up one's mistakes.

20. a. It is hard to know whether or not a person really likes you.
    b. How many friends you have depends upon how nice a person you are.

21. a. In the long run the bad things that happen to us are balanced by the good ones.
    b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22. a. With enough effort we can wipe out political corruption.
    b. It is difficult for people to have much control over the things politicians do in office.

23. a. Sometimes I can't understand how teachers arrive at the grades they give.
    b. There is a direct connection between how hard I study and the grades I get.

24. a. A good leader expects people to decide for themselves what they should do.
    b. A good leader makes it clear to everybody what their jobs are.

25. a. Many times I feel that I have little influence over the things that happen to me.
    b. It is impossible for me to believe that chance or luck plays an important role in my life.

26. a. People are lonely because they don't try to be friendly.
    b. There's not much use in trying too hard to please people, if they like you, they like you.

27. a. There is too much emphasis on athletics in high school.
    b. Team sports are an excellent way to build character.

28. a. What happens to me is my own doing.
    b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a. Most of the time I can't understand why politicians behave the way they do.
    b. In the long run the people are responsible for bad government on a national as well as on a local level.

Personal Information Data

We need to know a few things about you so that we may better understand the way women feel about careers.

Please complete the following:

1. Your age in years is; (check one)

   ___ Less than 20

   ___ 20 - 29.99

   ___ 30 - 39.99

   ___ 40 - 49.99

   ___ 50 - 59.99

   ___ 60 or over

2. Have you ever considered entering careers other than the one in which you are now employed? ___Yes ___No

   If yes, what were these careers?

   ____

   ____

   ____

3. Have you at any time considered entering a career that you would consider to be one that is held mostly by men? ___Yes ___No.

   If yes, how much did you consider this career?

   ___ only a little

   ___ considerable

   What male dominated career(s) did you consider?

   ____

   ____

This publication was promulgated at a cost of $350.00 or approximately .35 cents per copy.

Appendix D

Letter Accompanying Original Mailout

College of Education
Vocational Education
206 South Woodward

The Florida State University
Tallahassee, Florida 32306

February 10, 1978

Dear

Your assistance is needed to complete a study of the career patterns of women. We are studying the factors that influence women's decisions to pursue careers in some occupations but not others. Specifically, we want to know the reasons why most women do not pursue the same careers as do men. In order to accomplish this, we have asked a sample of women to give us their reasons for choosing the jobs they chose over ones that are usually held by men. Your opinion is now needed to tell us whether these reasons would create obstacles to women who seek jobs in fields usually dominated by men.

By taking a few minutes of your valuable time to complete and return the enclosed survey, you can be of great assistance to us in our attempts to understand the career development of women. The results will enable us to assist women in acquiring the jobs they desire.

Your response to the enclosed survey will be summarized with others who respond. Thus your responses will remain anonymous. The survey form is coded only for the purpose of keeping track of who has or has not responded.

We ask that you return the completed survey in the enclosed stamped envelope. Before mailing, however, please check to see that you have responded to all items on the survey. Our target completion date for summarizing the data from the survey is February 20, therefore your early response would be appreciated.

If you have any questions about the project or would like to receive a summary of our findings, please write to the address above or call (904) 644-6029 or 644-6298.

We thank you for your cooperation.

Sincerely,

Hollie B. Thomas
Project Director

/mdg

Enclosures

Appendix E

Letter Requesting Response to Mailout

College of Education
Vocational Education
206 South Woodward

The Florida State University
Tallahassee, Florida 32306

March 14, 1978

We still need your help!

A few weeks ago we mailed a survey to you concerning women's attitudes about careers. We realize that you may not have received or may have misplaced the original survey form, thus we are sending you a second copy.

We are studying the factors that influence the career decisions of women. The information from the survey will be used to develop a workshop to assist women in career decision making to be offered in several community colleges. Your response is essential because we want to give the participants in these workshops a true picture of how women feel about entering careers that are usually held by men.

Won't you please take some of your valuable time to complete and return the enclosed survey. Your response, along with those of other women we are contacting, will enable us to help women consider a wider range of careers and select the one they most prefer. All responses are anonymous and are coded only for the purpose of keeping track of who has responded.

We ask that you return the completed survey in the enclosed stamped envelope. Before mailing, however, please check to see that you have responded to all items in the survey. We are hoping to have the surveys returned by April 1, so your early response will be appreciated. However, please return the survey before this date if you are able, or as soon after as possible, if your schedule does not permit completion prior to April 1.

If you have any questions about the project or would like to receive a summary of our findings, please write to the address above or call (904)644-6298.

We thank you for your cooperation.

Sincerely,

Hollie B. Thomas
Project Director

/jks

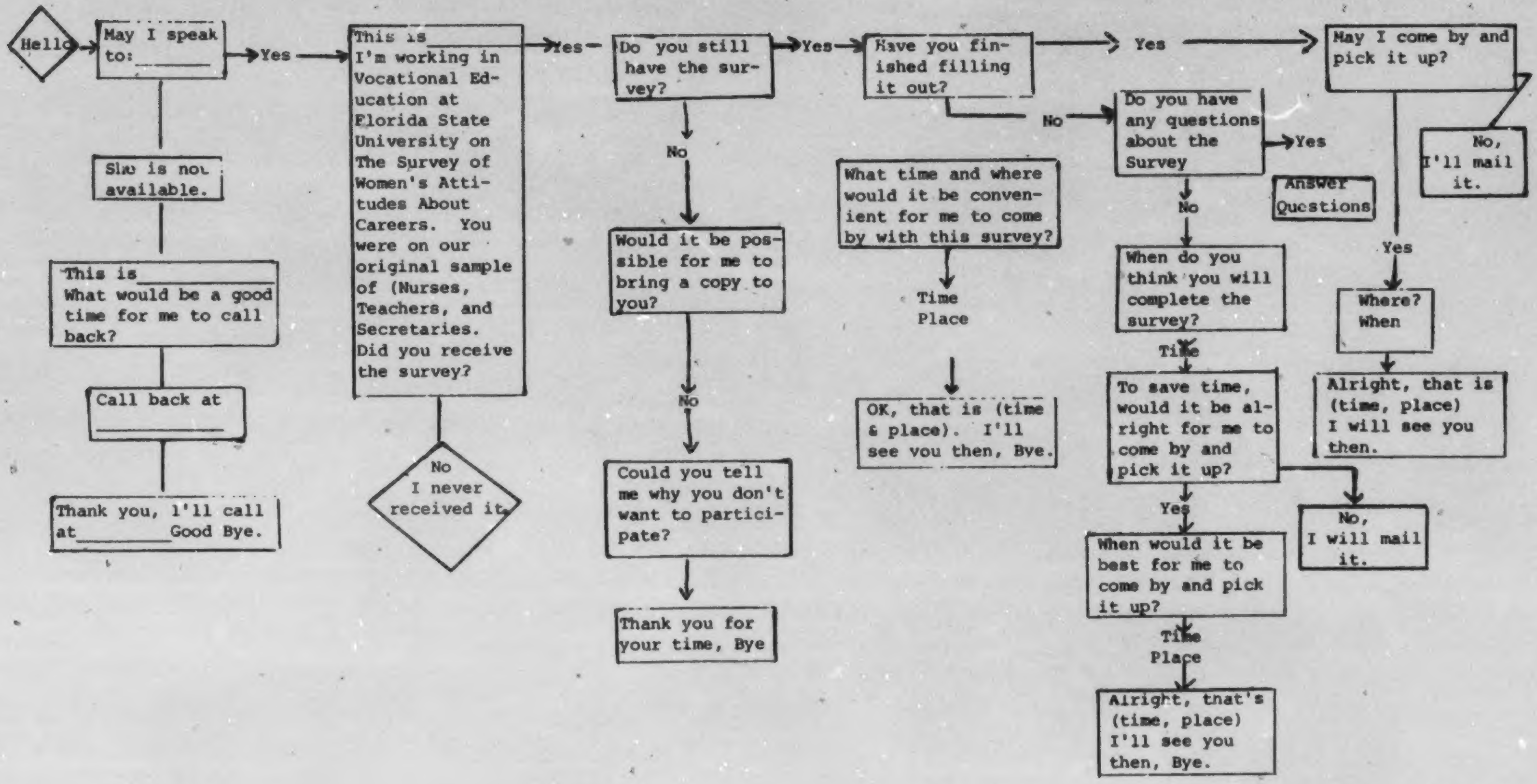
Enclosures

Appendix F

Non-Respondent Telephone Procedure

Appendix F

Non-Respondent Phone Procedure


Hello
May I speak to: ______
Yes
She is not available.
This is ______ What would be a good time for me to call back?
Call back at ______
Thank you, I'll call at ______ Good Bye.
This is ______ I'm working in Vocational Education at Florida State University on The Survey of Women's Attitudes About Careers. You were on our original sample of (Nurses, Teachers, and Secretaries. Did you receive the survey?
Yes
No I never received it
Do you still have the survey?
Yes
No
Would it be possible for me to bring a copy to you?
No
Could you tell me why you don't want to participate?
Thank you for your time, Bye
Have you finished filling it out?
Yes
No
What time and where would it be convenient for me to come by with this survey?
Time
Place
OK, that is (time & place). I'll see you then, Bye.
May I come by and pick it up?
No, I'll mail it.
Yes
Where? When
Alright, that is (time, place) I will see you then.
Do you have any questions about the Survey
Yes
Answer Questions
No
When do you think you will complete the survey?
Time
To save time, would it be alright for me to come by and pick it up?
No, I will mail it.
Yes
When would it be best for me to come by and pick it up?
Time
Place
Alright, that's (time, place) I'll see you then, Bye.

SECTION III:

AN EDUCATIONAL PROGRAM

INTRODUCTION

I. Pre-Test

II. Introduction to Course

  A. Introduction of teaching staff

  B. Class schedule

  C. Materials

This course will utilize workbooks and visual aids. The workbook is designed to aid participants in career decision making and to use for future reference. (Pass out notebooks.) Distribution of materials for each unit will be carried out at the beginning of each unit. Please remember to bring your notebook to each class.

  D. Format

Each unit will utilize individual workbook exercises and group discussion.

  E. Objectives

Each unit has its own specific objectives. The overall objectives are:

1. participants will become aware of the special problems faced by women in non-traditional fields and how these problems can be overcome.

2. participants will develop individualized career plans through the processes of realistic decision making and goal setting.

III. Movie -- "Deal Me In"

IV. Group Introduction

A. Break into groups of two or three and tell other group members who are you (background information), and why you're here (include any goals you want to accomplish).

B. Return to large group and introduce each other to the whole class.

COURSE OVERVIEW

UNIT I:	Participants will evaluate the rewards and costs of their decision to participate in a workshop designed to help them overcome personal barriers to entering non-traditional occupations. They will identify barriers and work on independent decision making. Free choice will be emphasized.
UNIT II:	Participants will identify external forces that may interfere with their choice to enter a non-traditional career. They will evaluate their willingness to combat such interference and learn about roles and sex stereotyping.
UNIT III:	Participants will become aware of the consequences of letting others make their decisions for them and will learn how to accept responsibility for their own career development. They will consider the question: "Who is in control?", and will begin work on setting career goals.
UNIT IV:	Participants will assess their skills, interests, values, and self-concept relating to the types of jobs they will find rewarding. They will take a comprehensive look at themselves through personality, values, and occupational interest inventories.
UNIT V:	Participants will identify the entry requirements, characteristics, and skills they will need in order to enter the non-traditional jobs they are interested in. They will study job descriptions and needed skills and will find out how and where to get those skills.
UNIT VI:	Participants will examine the differences between their own characteristics and the requirements of the job. They will compare themselves with the job in terms of values, interests, personality, and self concept; and, choose how and when to make any necessary changes.
UNIT VII:	Participants will develop a plan for job entry by identifying job finding skills and sources for obtaining those skills. They will look at job information sources, resumes, job applications, and interviewing. They will learn how to tell the difference between the hassles women get on the job because they are women, and hassles they get because they are new employees.

UNIT VIII: Participants will examine strategies for coping on the job -- how to survive once they have made it this far. They will identify job-related problems caused by entering non-traditional occupations and study basic communication skills. They will also study how to deal with sex-biased males and learn the difference between assertiveness and aggressiveness.

UNIT I

UNIT I

Outline

To Pursue or not to Pursue a Non-Traditional Occupation?

OBJECTIVE: The objective of this unit is to help participants in the decision-making process concerning their capabilities of overcoming possible personal and social barriers involved in pursuing non-traditional occupations.

I. Getting started - an overview of our goals

II. What are the rewards of pursuing a non-traditional occupation?

A personal choice

Financial independence

III. What are the costs of pursuing a non-traditional occupation?

Financial

Personal

Job related

IV. What are the barriers to pursuing a non-traditional occupation?

Personal barriers

Societal barriers

V. How do I decide if I want to work toward a non-traditional occupation?

Decision making -- how do I decide

If I don't decide, who will?

Rewards vs. costs -- Is it worth it for me?

I. Getting started - an overview of our goals

Many myths and obstacles have always surrounded women and their careers. Until quite recently, women were taught from girlhood that their only role in life was to keep a clean house and be a good mother. They did not need, nor should they desire, a career outside the home.

Today, our statistics indicate that nine of every ten women will at some time in their life cycle work outside the home. Women no longer live out their lives at home. As the traditional view of women becomes increasingly outdated, a new view emerges. The average woman has more than one career during her lifetime, and many times these careers are combined in the familiar triad of wife, mother, wage-earner.

Yet, women who have achieved so much in the past fifty years, still face obstacles. Some careers are thought to be "man's work". Women have found it difficult to break through sex barriers. Opportunities for women in a number of fields have been few, prejudice and bias still exist. We know, however, that women can handle jobs in once all-male fields. Careers in "hard-hat areas", the space program, skilled trades, truck driving, and just about every occupation, no longer elude qualified women.

The goals of the workshop are focused upon:

1) helping the participant become self-directed in exploring and planning careers, especially careers that have traditionally attracted men.
2) assisting the participant in choosing careers that are consistent with their values, interests, and potential skills.
3) helping participants enter training programs for non-traditional careers.

Throughout the course, the decision-making process will serve as the framework for learning and growth. In each session, participants will be asked to assess themselves and the world of work through interest inventories, planned exercises and discussions related to past and present experiences and future goals. It is hoped that the course will assist participants in making decisions that can provide them with what they want out of life.

II. What are the rewards of pursuing a non-traditional career?

Women have most often sought employment in one of the ten "women's career fields": Secretary, nurse, household worker, bookkeeper, waitress, cashier, seamstress, saleswoman, typist, and school teacher. Each of these occupations employs over 800,000 women. Today, we find that women are seeking employment in all of the professional and technical fields once thought of as "for men only", as well as all of the non-traditional occupations like construction, mechanic and repair work, truck driving, and the skilled craft areas of plumbing and carpentry.

Women work for a variety of reasons and for a variety of rewards. Primarily, they work because many of them single-handedly support themselves, and quite possibly their dependent children. Increasing numbers of women work because they simply choose to have a career; they enjoy the independence and freedom that a career can offer. Some women may seek a career because they enjoy being occupied outside the home, while others find personal satisfaction in a job where they are respected and needed.

It is interesting to note that recent statistics indicate that there are now more women in the work force than at home keeping house. Nearly all widows, divorcees, and women separated from their husbands, work for economic reasons, and over three million women whose husband's salary is below $5,000 per year work because of financial need.

Let's look at the rewards side of the employment coin. Although we know that most women now work because they have to, the financial rewards for pursuing a non-traditional career may be two to three times what the same woman might earn in a traditional occupation. For example, working in a skilled trade (plumber, carpenter, electrician) the minimum wages range from $6 to $10 an hour. A seamstress making men's dress shirts makes less than $3 an hour in many regions of the United States. In addition to the higher wages of non-traditional careers, many trades offer apprenticeships where women can learn and be paid at the same time.

Women may find non-traditional employment rewarding for reasons other than higher income, however. Some find it particularly challenging to be able to compete in a man's world; others enjoy the feelings of equality or of changing the status quo that cannot be attained in the traditional women's occupations. Women whose talent and leadership are recognized in non-traditional fields find their rewards particularly gratifying. Still other women express their rewards in simpler statements, "It's the thing I do best," and "I can always be employed, I have a marketable skill." These statements sum up how some women have felt about the rewards of non-traditional careers.

EXERCISE: I-1.

To further our understanding of ourselves and the rewards of non-traditional occupations, please think carefully about the following statements and complete a brief paragraph on each.

1. What types of occupational rewards am I seeking?

Personal____

____

____

____

Financial_______________________________________

____

____

____

2. How can the workshop staff best assist me in working toward a career in a non-traditional occupation?

____

____

____

____

____

(Be prepared to discuss some of your ideas in a small group.)

III. What are the costs of pursuing a non-traditional occupation?

The costs of pursuing a non-traditional occupation vary with the individual, but tend to fall into three separate categories:

1. financial
2. personal
3. job related

For many women the major concern is, "What is it going to cost me to enter a non-traditional occupation? What will be the costs of the special training or education necessary for me to find a job?" Although some craft areas offer apprenticeships with pay, other non-traditional careers for women require training in approved programs. Specific training costs will be considered in a later workshop.

Secondly, personal costs must be considered. What personal changes in attitudes, perceptions, and aptitudes must I make to find employment? What personal/societal barriers must I overcome and resolve?

Job-related costs refer to such things as on-the-job harassment from male workers, and possibly from the general public. Although most women now employed in traditionally male fields find ways of dealing with harassment, most would state that they view it as a challenge, or part of the job, or just something to live with and ignore. It too, can be overcome. Generally, harassment takes the form of good natured kidding, outspoken negativism, or over zealous competition.

Let us take the case of Barbara. She has just completed a truck driving course and has found a job that she likes. Her instructors failed to mention that she might receive harassment from males when she began to drive her "own rig". Put yourself in Barbara's place.

EXERCISE: I-2.

Would you be able to handle harassment from male workers?

Why or why not?____

____

____

____

How would you go about handling harassment from male workers?____

____

____

____

IV. What are the barriers which I have to overcome?

Every individual is unique, and therefore, may face unique barriers or roadblocks to entering a non-traditional occupation. These barriers may be viewed as either of a personal nature, or they may be societal, or a combination of both. Barriers can also be perceived; they exist only in our mind or in the minds of others.

Personal barriers are generally thought of as one's personal shortcomings, and are those related to self. They include one's attitudes, prejudices, aptitudes, and physical strengths which may hinder an individual in becoming successful in a non-traditional occupation. Personal barriers may also be related to poor management of one's resources of time, energy, and money. It is important to note that an individual can, to a great extent, overcome personal barriers if (s)he chooses to do so. Of course, neither a 100 pound man or woman will be able to develop the physical strength of a much larger man or woman.

Societal barriers are those related to the outside world or society in general. They include family responsibilities (who will care for an aged parent); lack of education, background, and/or training (lack of preparation to accept a non-traditional occupation); attitudes of society (women should not work in traditional men's fields); financial needs (lack of money to acquire special training); race and sex discrimination (employers may be biased against women).

Perceived barriers were studied in a sample of 256 Tallahassee teachers, nurses, and secretaries who were asked in a survey to identify what they considered barriers to entry into a non-traditional occupation. Among the more commonly reported barriers were: difficulty in obtaining financial aid, or sacrificing present salary to obtain training; concern that family and friends would not be supportive and/or think less of them for choosing a non-traditional occupation; and, perceived negativism on the part of those offering non-traditional occupational training.

Barriers, whether they be personal or societal, real or imagined, are liabilities to women in their quest for employment. Let us look in more detail at our personal and societal roadblocks.

EXERCISE: I-3.

My career goal is____

____.

What personal barriers may hinder me in reaching my goal? (List specific attitudes, prejudices, poor management skills.) 1.____

2.____

3.____

4.____

5.____

What societal barriers may hinder me in reaching my goal? (List family obligations, financial needs, job market, and employment factors.)1.____

2.____

3.____

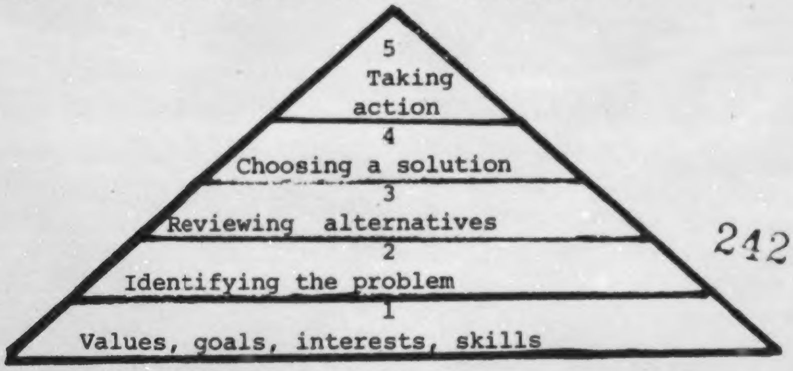
4.____

5.____

V. How do I decide if I want to work toward a non-traditional occupation?

All decisions are not equally important. We make minor decisions every hour of the day such as what products to buy, what to wear, when to go to bed; these are but a few. Each of these decisions may be carried out with very little or with a great deal of information. Knowledge of products, for example, is not necessary, but such information can save a lot of money or time. It is generally believed that the bigger the decision or the greater the rewards or costs involved in making a decision, the greater the amount of information we should have before making the decision. Major decisions, such as choosing to enter a non-traditional career, need critical study if we are to maximize the rewards and minimize the costs. We will be considering these rewards and costs later, but let us review how an individual can use a simple problem-solving technique to make decisions.

Below you will note a five step pyramid. Step I represents one's values, interests, and goals. These may dictate or influence the eventual outcome or solution in the decision-making process. Your career goal would be your Step I.



Step Two. Level two of the pyramid is identifying the problem. This step is more difficult than it sounds. Many individuals cannot identify their problems, and therefore, are unable to make satisfactory decisions. As you think of your own situation, recall the personal and financial barriers that were discussed earlier. These barriers represent the problem areas that you may face in deciding whether to enter a non-traditional career.

Step Three. This step involves listing all the possible solutions to the problem. What are the alternatives available? What resources of time, energy, money, skills, education, and training are already possessed? What family and community resources may be an asset in deciding upon a non-traditional career? Each of us may have different resources, so this is the most individually unique step in the decision-making process.

Step Four. Choosing a solution or making a plan of action. All alternatives and available resources are reviewed and the best possible course of action is decided upon. This is a thinking stage; it may be necessary to make written lists, consult experts, family, friends, and incorporate their ideas and opinions into your final choice of solution.

Step Five. The top of the pyramid has been reached. The final step is to carry out the decision-making process by taking action. Most individuals need motivation to act. The motivation for workshop participants may be in terms of achieving one's

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career goals. Or, we may be motivated by financial gain, personal feelings of respect, or feelings of being useful or needed by another individual or organization. There are many such rewards.

If I don't decide, who will? It is true that "no decision" is really a decision not to decide. Let's take a look at what happens when a choice presents itself and you do not make a decision on it. Usually the opportunity to make a decision has some time limitation, and once the opportunity is gone, so is the chance to influence the situation. For example, you are in the market for a car. You see one you really like, but you are not sure you can afford it. You tell the salesman you want to think it over. When you go back the next day, you find the car has already been sold. Who is to blame for your loss? The salesman who sold the car? The customer who bought it? If you are honest with yourself, you can see that the responsibility is all yours. When faced with the choice, you have three options:

1. decide to buy the car
2. decide not to buy the car
3. decide to do nothing

Since you chose the third option, the decision was made for you, another customer decided to buy the car, and the salesman decided to sell it to him/her. But, the responsibility is still yours, since you did have the opportunity to choose, and you did make a choice.

How does all this apply to the question of whether or not you choose a non-traditional career? The situation is simply this: You now have the opportunity to plan your career for yourself and to make some life decisions. Now is a time when you can:

1. decide to set up traditional career goals
2. decide to set up some non-traditional career goals
3. decide not to decide

The important point to note here is that if you choose not to decide on your career goals, someone else is going to decide for you! After all, lots of people expect men to be construction workers, executives, and doctors; and, women to be secretaries, teachers, and nurses. Many people you deal with will also try to push you in a direction they think women should go. When you go to the employment office, personnel counselors will automatically advise you on the "women's jobs" that are currently available. When you talk to an employer, he/she will tell you whether or not he/she has any positions open for women. When you do what you think you want to do, you are deciding for yourself. When you do what other people think you should do, you are letting others decide for you.

EXERCISE: I-4.

Can you identify people in your life who might try to influence your career choice? What kind of career do you think they would choose for you? Do you think they know what you want and need? Use the chart below to think about this:

PERSON	TYPE OF CAREER THEY WOULD CHOOSE FOR YOU	HOW WELL DO THEY KNOW WHAT I WANT
NAME	1 = Traditional 5 = Non-traditional	1 = not at all 5 = completely
1.	1-- 2-- 3-- 4-- 5--	1-- 2-- 3-- 4-- 5--
2.	1-- 2-- 3-- 4-- 5--	1-- 2-- 3-- 4-- 5--
3.	1-- 2-- 3-- 4-- 5--	1-- 2-- 3-- 4-- 5--
4.	1-- 2-- 3-- 4-- 5--	1-- 2-- 3-- 4-- 5--
5.	1-- 2-- 3-- 4-- 5--	1-- 2-- 3-- 4-- 5--

Looking at the Gains and Losses

A good way to analyze decisions is to look at the gains and losses associated with each option. Let's look at the car buying decision using the gains-and-losses method. Each of the three options has some advantages and disadvantages:

OPTION ONE: Decide to buy the car

ADVANTAGE: Getting the car you want
DISADVANTAGE: Possibility of financial difficulty

OPTION TWO: Decide not to buy the car

ADVANTAGE: Avoiding financial difficulty
DISADVANTAGE: Not getting the car you want

OPTION THREE: Decide to do nothing

ADVANTAGE: Avoiding a difficult decision
DISADVANTAGE: Possibility of not getting the car you want

Obviously, there is more than one advantage and disadvantage associated with each option, but this example was simplified for purposes of illustration.

EXERCISE: I-5.

Think about it, and then decide if there are any advantages you might gain by letting others decide your career. List all the advantages you can think of:

ADVANTAGES:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Now list the disadvantages of letting other people decide your career for you. Try to make your list as complete as possible.

DISADVANTAGES:

1. ____
2. ____
3. ____
4. ____
5. ____

Once you have listed all the advantages and disadvantages, complete the following:

1. When someone makes a decision for me I feel:

(List all positive and negative feelings)

POSITIVE	NEGATIVE
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

2. When I make a decision for myself, I feel:

(List all positive and negative feelings)

POSITIVE	NEGATIVE
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

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Now, break up into small groups (three or four people), and discuss the following: (Choose a spokesperson who can make a general summary statement to the group.)

1. Usually, --I, --others (check one), decide on issues concerning me.
2. Am I satisfied with this way of making decisions? --yes, --no, --maybe
3. Do I want to change? --yes, --no, --not sure
4. How will I change? ____________________

____

____

____

5. Group Summary -- what was learned? ____________________

____

____

____

____

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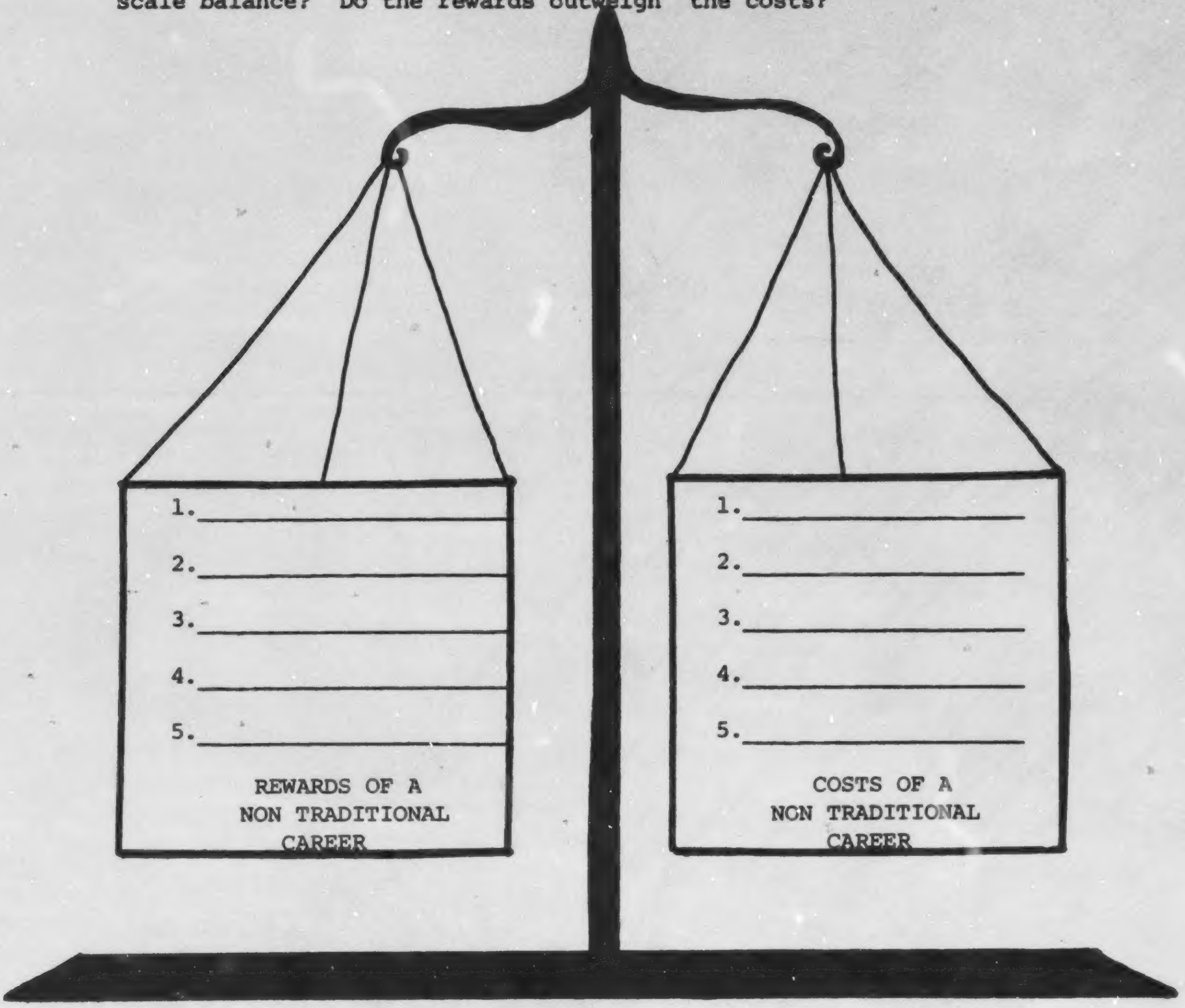
EXERCISE: I-6.

Now that you have some ideas about decision-making, and have had the opportunity to discuss them with others in the workshop, let us consider one last exercise. Just as we reviewed the gains and losses of each car buying option, let us consider the rewards and costs of entering a non-traditional career. Between now and the next workshop meeting, review Unit I. Re-think the exercises and summarize what you think might be the rewards and costs of a non-traditional career from your own viewpoint. How does your scale balance? Do the rewards outweigh the costs?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REWARDS OF A NON TRADITIONAL CAREER
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COSTS OF A NON TRADITIONAL CAREER

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UNIT II

UNIT II

Outline

What Kind of Flak (Interference) Will I get for Selecting a Non-traditional Career or Let's "Undo It"?

OBJECTIVE: The objectives of this unit are to help participants examine the external forces (flak) that may interfere with their choice to select a non-traditional career and evaluate their willingness to combat the interference.

I. Roles people play

What are they?

What happens?

What influences do people important to me have?

What is the end result?

II. Sex role stereotyping or myths are made to be "undone"

Women's past roles-myths we have heard

How do I undo myths?

Changing women's roles

III. Planning for a career and still living

Barriers and conflicts--what can be done?

Often, women receive flak or interference when they select a non-traditional career due to the many conflicts surrounding women and their careers. Until recently, women were taught that only certain roles were appropriate for them; this is no longer true. Although there may be some conflicts, women can successfully resolve them.

By viewing the movie, "We are Woman," we can see that historically, women have held certain traditional roles; there are many new roles available for women in our society today.

I. Roles people play

What is a role? A role usually refers to a behavior. A role may be defined as a way one is expected to behave. Women have certain roles because those around them expect them to behave in a certain manner. Our concern is how individuals learn the behavior necessary for performing one particular role rather than another. In other words, how did Jane become a housewife? A woman learns the roles she plays from the people around her. The child-bearing function of the female has traditionally determined her role as wife and mother. However, today a woman may have several roles at once. She may be a daughter, sister, wife, student, et cetera. Her family, friends, educational, and social groups have all influenced the roles in her life. Let us do a short exercise to see how this works.

EXERCISE: II-1.

List the different roles in your life. For example, you may be a wife, sister, and daughter. Observe the different "you" in each role and determine who influenced this role.

SAMPLE:

ROLE YOU PLAY	WHO INFLUENCED THIS ROLE
Daughter	Family
Sister	Family
Student	Family/Education/Society
Female	Family/Education/Society
Girlfriend/Spouse	Spouse/Boyfriend

Now, list the roles you play, and determine who influenced you in them.

ROLE YOU PLAY	WHO INFLUENCED THIS ROLE

We can see that our family, friends, education, and social groups are all factors in influencing our behavior. The family has tremendous impact upon the lives of its individual members. Within the family unit, each member has specific roles and/or functions. Teaching the individual family members their roles is one of the central activities and goals of the family. Families may be seen as mirrors that provide us with both an image and a reflection of who we are. Thus, we can use the family as a ready-made unit for studying the process of how we learn the roles we are expected to play.

Think of the family as similar to a play. In a play, each of the characters plays a role. Likewise, the family has roles for each of its members. We may be experiencing some conflicts because of the roles we have learned that we should and should not play. Perhaps you have been told you should follow a particular role, when you really wished to do something else. Let's see how this works.

Jane's family expected Jane to marry and be a housewife. After all, Jane's mother never worked. Jane was told that women were supposed to be good wives and good mothers. For Jane, a woman's place was in the home; a good husband supported his family. Currently Jane is a housewife and mother. She enjoys being at home. However, the lack of money is becoming more and more of a problem in Jane's household. Her husband has a good job, but there never seems to be quite enough money. Jane would like to work as a bricklayer because she wants a career, and she thinks she has the capabilities of being a good bricklayer. In other words, Jane wants to expand the number of roles she has from wife and mother, to wife, mother, and wage earner. Jane is experiencing conflict between her learned roles and her goal of going to work in a traditionally male occupation.

Here is an exercise that will help you examine the roles in your life; the conflicts you have experienced. It might be helpful to look at Jane first.

SAMPLE:

JANE'S ROLES

Roles I learned from my family that I should play	Roles I learned from my family that I should not play	Conflicts that I am now experiencing because of the roles I should and should not play
"Jane, be a good housewife."	"Women do not become bricklayers!"	"I now wish to go to work--perhaps as a bricklayer."

EXERCISE: II-2.

Now, examine your roles and the conflicts you may experience.

Roles I learned from my family that I should play.	Roles I learned from my family that I should not play.	Conflicts that I am now experiencing because of the roles I should and should not play.

Now that we have looked at what has happened, let us look at what can take place in the future. It is important to note that many people have begun to think of learning roles as a process that continues throughout life. That is, we have many different roles to play during our life cycle. Those learned during childhood and adolescense may be rejected in preference for roles that are learned from groups with which we are associated later in life. Therefore, it is useful for us to consider learning roles that we want to learn, rather than those that others expect us to learn. Once we begin to learn how to change our roles by our own doing, we can change our roles throughout life.

At home we play different roles than we play when we are with our friends; but, in both of these situations, there are changes we would probably like to make. Whenever a person wants to make changes, it is important to think of two things: First, "How will I go about changing the roles that I want to change?"; and, secondly, "What are some of the likely problems that will occur when I change my role?" Let's recall Jane's situation. Jane likes her current roles of wife and mother, but wishes to increase her family's income. That is, she wants to work outside the home. Jane must ask herself, "How will I go about changing the roles I want to change?" Jane feels that through getting a job she will change her role in the new direction she wishes to take. However, she also asks herself what problems will occur when she changes her role.

Jane realizes that her parents and family may object to her working, and her household may not run as smoothly. Let's see how this works by doing an exercise. First, look at Jane.

SAMPLE:

	Roles I now have	Changes I would like to make in the future	How will I go about changing the roles I want to change?	What are some likely problems that will occur when I change my role?
Jane/ Spouse/ Boyfriend	Wife	Wife as well as working companion.	Obtain a job.	My parents and family object to my working.
Home	Wife/ Mother	Wife/mother as well as family contributor.	Start to expect some help from family members.	My household will not run as smoothly.
Work	Housewife	Become a bricklayer	Obtain family support.	Some family members may object.
Social	Wife/Mother Good friend	Wife/Mother/friend as well as working woman.	Learn the job and the people in it.	My friends may not approve.

EXERCISE: II-3.

Now, look at yourself. List your roles in each area along with the changes you would like to make and the problems you might encounter.

▨	Roles I now have	Changes I would like to make in the future	How will I go about changing the roles I want to change?	What are some likely problems that will occur when I change my role?
Spouse/ Boyfriend				
Home				
Work				
Social				
(Extra Space)				

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Families may be seen as sources of security, encouragement, respect, and support. Even though there may be initial problems, our families can be supportive of us while we work. Some women do not let their families provide them with the necessary support for starting any career. Other women do not get family support for entering a career because of beliefs their families hold for the role women should play. A large number of women feel they will lose their femininity or womanly status if they were to choose a non-traditional career. In other words, they feel that their role in the family might not be as important as before they began working.

Some women may feel that their family could not (or would not) share the household duties if they were to enter a career. Thus, they would be required to continue all their work at home, as well as working a fulltime job. This is almost certain to happen if the woman anticipates that her family will expect her to continue with the household work as usual. Rather than accept this responsibility, it would seem healthier for the woman to seek some help from other family members. Initially the family may balk at the idea of a woman working, and thus, be nonsupportive. The usual case is that family members often become supportive by helping out with household duties and actually taking pride in the work she does. For example, Carol went to work as a printing-press operator. She was afraid her husband and children would not want to help with household duties and would expect her to continue the housework as usual. Much to Carol's surprise, she found that her husband actually enjoyed helping with the cooking, and that her children felt proud of their new responsibilities. In Carol's case, the whole family benefitted from their cooperation with each other.

II. Sex role stereotyping or myths are made to be "undone"

When we think of the role of women in the past, we have a storybook image of women who spent their time raising happy children, keeping a spotless house, and baking apple pies. This does not mean that all women perfectly filled this role. Nor does it mean that this role was necessarily the "right" role for women; nor does it mean that it is the "wrong" role now. Rather, this role was the "expected" role for women. It appears that tradition, rather than reality, labeled certain roles as women's roles. Many of these role expectations are often based on myth, and are tradition, rather than fact.

Some women have let myths control their lives. They have heard certain myths for so long that they see them as facts of life. These women have problems determining what is myth and what is reality. One way to "undo" a myth is to look at reality or fact. Perhaps the following information provided by the Women's Bureau of the United States Department of Labor will help to "undo" some of the myths about working women.

U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
WOMEN'S BUREAU
WASHINGTON, D.C. 20210

THE MYTH AND THE REALITY

The Myth	The Reality
A woman's place is in the home.	Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; laborsaving devices have lightened or eliminated much work around the home. Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
Women aren't seriously attached to the labor force; they work only for extra pocket money.	Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000.[1]
Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.

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[1] The Bureau of Labor Statistics estimate for a low standard of living for an urban family of four was $7,386 in autumn 1972. This estimate is for a family consisting of an employed husband aged 38, a wife not employed outside the home, an 8-year-old girl, and a 13-year-old boy.

Women don't work as long or as regularly as their male coworkers; their training is costly--and largely wasted.	A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force. Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.
Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.	There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs. Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.
Women should stick to "Women's jobs" and shouldn't complete for "men's jobs."	Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.

Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.	Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.
The employment of mothers leads to juvenile delinquency.	Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.
Men don't like to work for women supervisors.	Most men who complain about women supervisors have never worked for a woman. In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

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There were some myths operating in Jane's life. Although Jane had always been told a woman's place is in the home, she wants to be a bricklayer. Her family needs the added income. Jane has become aware of a course that is being offered by a community outreach group for women who want to enter non-traditional occupations and has decided to enroll in the course.

Let's do an exercise to look at the myths that are keeping women from entering non-traditional occupations. First, look at the myths operating in Jane's life. Then complete the exercise--looking at your own life.

SAMPLE:

JANE'S LIFE

EXAMPLE	What are the myths operating in your life?	Are these myths keeping you from entering a non-traditional occupation?	How can you "undo" these myths
JANE	A woman's place is in the home.	Yes, Jane wants to become a bricklayer, but is afraid of what her family will think.	Jane has decided to enroll in a course to help women enter non-traditional occupations.

EXERCISE: II-4.

Now, think about your own life. What myths are operating in your life? Are these myths keeping you from entering a non-traditional occupation? If so, how could you "undo" these myths?

YOUR LIFE

What are the myths operating in your life?	Are these myths keeping you from entering a non-traditional occupation?	How can you "undo" these myths?

III. Planning for a career and still living

Planning for a career often leaves one wondering where to begin. Thoughts such as the following may take place: "If I begin a new career, what will happen to the relationships that are important to me," or, "Why should I plan a new career (or any career) if I'm not really sure what the outcome will be?" Problems which may seem overwhelming at first may not in truth be that much of a problem. We can never know the outcome of any action. We can just guess or make judgments about outcomes--but we can't be certain. Many secure homemakers who never considered the possibility of being without a husband find themselves as sole support of a family for one reason or another.

Can women who are reluctant to plan a career or seek a job beyond the home because they are unsure of the outcome overcome their fears? One technique for helping overcome fear is to think of "the worst possible outcome". Often, when an individual determines what the worst possible outcome might be and explores the consequences, the fear diminishes. For example, Jane wants to become a bricklayer, but she's afraid the men on the job will not accept her.

Using the "worst possible" technique, what is the worst possible thing that could happen to Jane? It appears that the worst possible outcome would be that the men on the job would not accept Jane, and she would be forced off the job. Jane begins to explore the consequences of her actions. One consequence might be that she may be uncomfortable on the job if the men do not accept her. Another is that she will have to quit the job, and because of this, she will not acheive her goal.

In exploring these consequences, Jane discovers yet another consequence. If she goes to work it will provide her with a good learning experience. Thus, when Jane can begin to solve some of these problems; she will be more confident. She begins to think that she might be accepted as a bricklayer. The confidence that she can be accepted will assist her in being accepted.

Jane has overlooked the possibility that the men on the job might accept her. In any situation, there is also the "best possible" outcome; an individual obtains the desired outcome. In many instances, the realistic thing to do is to determine, in light of the best and worst possible outcome, realistic expectations. The idea here is, "What do I expect will happen?" Finally, one needs to ask, "How will I really get what I want?" Jane realizes that she can solve many of her own problems through accepting responsibility for her life. Let's do an exercise for the problems you might be facing.

SAMPLE:

JANE'S PROBLEMS

	ANSWERS	
PROBLEMS	What is the worst possible outcome?	The men on the job won't accept me.
	Can I accept the worst possible outcome?	Yes, because I will learn from it and be more confident the next time.
	What do I expect?	I will be accepted by some men, but not others.
	How will I realistically get what I want?	I will carry my own weight, and keep trying until I am accepted. If necessary, I will find a job with another contractor.
	What is the best possible outcome?	I will be accepted.

EXERCISE: II-5.

Now, look at problems you might be facing.

YOUR PROBLEMS

	ANSWERS	
PROBLEMS	What is the worst possible outcome?	
	Can I accept the worst possible outcome?	
	What do I expect?	
	How will I realistically get what I want?	
	What is the best possible outcome?	

In planning for a career, you may encounter involved barriers or conflicts. Additional problems may be encountered when you are in a non-traditional job. Perhaps an example could best relate some of these conflicts. Jane has recently become employed as a bricklayer. She is very excited about her job, but feels guilty for the time she is away from her children and household duties. Jane desperately wants to continue being a good mother and wife. She begins her day at 4:30 a.m. doing household chores and getting the children and her husband off for the day. She arrives at work at 7:30 a.m. and works until 4:00 p.m. She then comes home, prepares dinner, and often engages in community activities in the evening, often not going to sleep until around 11:00 p.m. She has become very tired and irritable, and is feeling very resentful.

What Jane does not realize is that she is expecting herself to perform two fulltime jobs while other family members perform just one. A solution for Jane's problem is for her to insist that her family share the housework. As mentioned in the previous unit, Jane may find that her husband and children actually enjoy and take pride in their new responsibilities, not to mention their pride in Jane!

In Exercises II-6 and II-7, think about and list any problems associated with family members and specific household tasks that would be caused by: 1) your working fulltime, and 2) your working at a non-traditional occupation. Then, in the last column, write some possible solutions to each problem.

EXERCISE: II-6.

Solving problems with family members caused by working fulltime and by working at a non-traditional career.

FAMILY MEMBERS	PROBLEMS CAUSED BY WORKING FULLTIME	ADDITIONAL PROBLEMS OF WORKING IN A NON-TRADITIONAL CAREER	POSSIBLE SOLUTIONS
Husband			
Children			
Parents			
Friends			
In-Laws			
Other			

EXERCISE: II-7.

Solving problems with household responsibilities caused by working fulltime and by working at a non-traditional career.

HOUSEHOLD RESPONSIBILITY	PROBLEMS CAUSED BY WORKING FULLTIME	ADDITIONAL PROBLEMS OF WORKING IN A NON TRADITIONAL CAREER	POSSIBLE SOLUTIONS
COOKING			
CLEANING			
GROCERY SHOPPING			
LAUNDRY			
LAWN WORK			
OTHER________ ________			
OTHER________ ________			

Now, divide into small groups of three or four, and compare how you solved your problems with how others in the group solved theirs.

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UNIT III

UNIT III

Outline

Whose Responsibility Is It to Set Up Personal Career Goals for Me and See That I Acquire the Skill to Attain My Goals?

OBJECTIVE: The participants will become aware of the results of others making one's decisions as well as accepting the responsibility for one's own career development.

I. Whose responsibility is it to set up personal career goals for me and see that I acquire the skills to attain my goals?

II. Who really is in control?

Control by others

Control by me

What do I want?

III. Who do I want to plan my career?

"I'll decide tomorrow"

Case I: Susan the Secretary

Case II: Fran the Fender-Mender

Case III: My Story

A look at decisions

IV. How can I have control over my own career?

Life-line: Birth to now

Setting goals

- long term
- intermediate
- short term
- barriers
- my goals

Life-line: Now to future

I. Whose responsibility is it to set up personal career goals for me and see that I acquire the skill to attain my goals?

In the world we live in, it is quite easy to feel that the things that happen to us are somehow controlled by someone or something other than ourselves. Many forces do, in fact, have considerable influence over our lives. Even though we live in a democratic society, where we all have a say-so in running things, sometimes it feels like one vote out of several million doesn't count for much. In school we were taught to recognize the fact that living in a democracy requires cooperation by all members of society. Part of our training was learning to conform to rules and standards that have been set up by people in positions of authority. And even in schools it may seem that the classes and programs are designed more for the convenience of the staff than for the convenience of students. The effect of all these forces on the individual is a growing feeling of helplessness.

Can you change this feeling of helplessness and really take responsibility for your own life? The answer is a definite "yes" and the question is really, "How can I assume responsibility for myself?" One way to do it is to decide that you are going to make your own decisions. The purposes of this unit are:

1. To help you make the decision as to whether or not you want to be in control of your own life; and,

2. To help you learn how to have control of your life in terms of career decisions if you choose to do so.

II. Who really is in control?

As you go about the process of making decisions concerning your career, you will find that even though other people may try to make career choices for you, the ultimate responsibility for running your life is yours alone. As you may have found in the past, when you make a good decision, you gain the benefits. When you make a poor decision, you live with the consequences. This need not be a frightening realization. It is actually an exciting idea, because you have the power to make your life what you want it to be. If you choose to be in control of your own life, there is no better time than now to begin planning what you want your career to be.

The emphasis throughout this unit will be on what you decide, what you want. It is only realistic to admit that some other people may try to control you and your career, or that some people have some influence over your decisions. But, remember that it is your career, and your decisions we are dealing with here. To emphasize this point, let's look at these questions, and remember: YOU are in control! These answers are only for you, no one else.

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EXERCISE: III-1.

1. What do you want to BE?
   List some occupations you are interested in.

   ____

   ____

   ____

   ____

2. What do YOU like to DO?
   List some jobs or activities that you enjoy.

   ____

   ____

   ____

   ____

Now, look at each response and think about whether it is really what you want or like. If it is something that other people think you should do, rather than what you want, cross out that response. When you finish, you will have lists of occupations and activities that are important to YOU. Hopefully, this exercise has given you a feel for getting in touch with what you choose for yourself. Be sure and keep you in mind throughout this unit.

III. Who do I want to plan my career?

In Unit I you saw that if you decide not to decide on your career goals for yourself, then someone else is going to do it for you. One common way of deciding not to decide is procrastination, or putting off the decision. At one time or another you have probably caught yourself saying something like, "I'll cross that bridge when I come to it," or, "I'll worry about that tomorrow." Sometimes it really is better to delay a decision, if, for example, we have insufficient knowledge upon which to base our decision at the present time. But, sometimes we try to fool ourselves and in the end the "right time" for the decision never does arrive. In many cases other people are not willing to wait, and so, they may go ahead and make the decision for us. A good way to avoid this pitfall is to find out just how much time you have to make the decision, get all the information you can within that time, then make your decision based on that information. One of our goals here is to help you get all the information you will need to make a good career decision. So, you really do have the choice of who will plan your career. This choice is very important to you as you consider a non-traditional occupation. Let's take a look at how two women, Susan and Fran, go about making their career choice.

CASE I: SUSAN THE SECRETARY

Susan is thirty years old, and the mother of two children. Her husband, Bob, works for the local bottling company. He likes his job, and his income is adequate to support the family. But, lately Susan has begun to feel the need to develop some sort of career for herself, something outside the home. Her children are ages seven and nine now, and it's not like they really need her at home all the time. And, wouldn't it be nice to earn some money for herself? So, Susan has decided to look for a job.

The big question now is: What kind of job does she apply for? A friend who works in the state employment office has told her of a secretarial position that will be open soon. But, the pay is really low, and the work is boring. Besides, it would be a drag to stay indoors every day. The same friend jokingly mentioned an opening for a carpenter's apprentice with a local construction firm. Susan feels inclined to give some consideration to the carpentry job, unconventional as it seems. She has always enjoyed working with her hands, and most of the work would be out of doors. The job would certainly be more fun for her than typing, and the pay is several times what she could expect in the secretarial position.

But, what would her friends say? and the neighbors? and her mother-in-law? And--of course--Bob would never stand for it. No wife of his is going to work on a construction crew! And the employer would certainly never consider a woman for the job.

After brief consideration of the two alternatives, Susan sets aside any ideas of breaking into a male occupation, applies for the secretarial position, and resigns herself to the low pay and subordinate roles involved in such a career.

CASE II: FRAN THE FENDER MENDER

Fran is nineteen years old, single, and living in an apartment with a roommate. For the last year or so she has been working as a cashier in a supermarket, but she is becoming more bored each day. During the long hours of operating the cash register and bagging food, Fran has dreamed about all the different and exciting careers she might get into. But, now she has gotten beyond the point of daydreaming. She has decided to start looking for a new job, and her one requirement is that it be something she likes!!

Fran finds that she has several options available to her. A bank in town has openings for a receptionist and a teller, and she can qualify for either of those positions. But, the salaries are no more than she is making now, and Fran is sure she can do better. Besides, the bank is open Saturday morning, and that fact would severely disrupt her weekends. Just today Fran heard that an automotive body shop across town needs a paint and body person, and is willing to train an inexperienced applicant. It's exciting to think of breaking out of boring, low-paying jobs women are expected to do.

Talking over the options with her mother and with her roommate, Fran finds that both of them are strongly opposed to the idea of her even considering the body shop job. Her roommate thinks the job would reduce Fran's femininity; and her mother is afraid she would be inviting sexual harassment from co-workers if she took the job.

After thinking over the alternatives for a couple of days, Fran decides that she can handle the disapproval from her friends and family. With a mixture of determination and apprehension, she goes to the automotive body shop and applies for the paint and body position.

Answer these questions about these two situations:

1. What decisions were made in each case?
2. Who made the decisions?
3. What do Susan and Fran stand to gain by the decisions?
4. What do they stand to lose by the decisions?

Use the following formats:

7

EXERCISE: III-2.

SUSAN

DECISION	WHO MADE IT?	GAINS	LOSSES

FRAN

DECISION	WHO MADE IT?	GAINS	LOSSES

CASE III. MY STORY

EXERCISE: III-3.

Here is your chance to write your own story, with you in the leading role. Write briefly about your own career situation, either as it is now, or as you expect it may be some time in the future. Put yourself at a decision point with some traditional and some non-traditional career alternatives. Include the people who might try to influence your decision. Finish the story with the decision you think you might make.

Now, rewrite the last part of your story, but change the ending. In other words, if you chose a traditional occupation, rewrite your story and have yourself choose a non-traditional occupation. If you chose a non-traditional occupation last time, choose a traditional one this time.

____

____

____

____

____

____

____

When you have completed the rewrite, break up into small groups and discuss these questions about your two stories:

1. What decisions were made in each case?
2. Who made the decisions?
3. What did you gain by the decisions?
4. What did you lose by the decisions?

By analyzing your decisions in this way you can become more confident of your decision-making power and play a more active role in planning your life.

IV. How can I have control of my own career?

EXERCISE: III-4.

Prepare a life line. Draw a horizontal line across this page. Put the year you were born on the left and 1978 on the right edge. Then mark important events/decisions in your life at appropriate places along your life line, including the year they occurred.

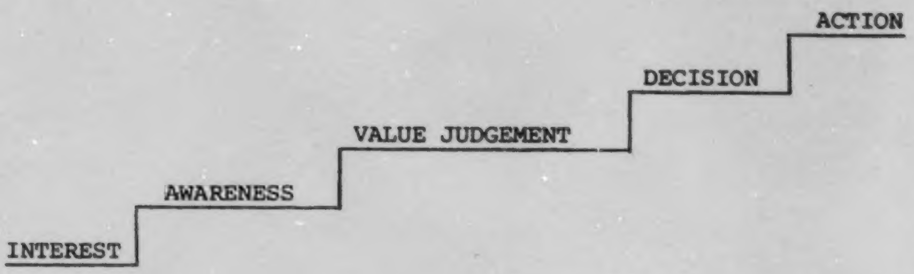
MY LIFE LINE

Now, mark each decision point along your life line, using these codes:

C - A critical decision made for me by someone else
D - A decision I wish I had made
B - The best decision I ever made
W - The worst decision I ever made

Now, break up into your small groups, compare your life lines, and discuss WHY the decisions you made were good or bad.

Setting goals. As you go through the process of planning your career, you may find yourself moving through several stages or steps. Note that if the process is broken off at any point, if decision becomes indecision and action becomes inaction, then your goals will never materialize. All of the steps are essential. These steps may be represented like this:



Let's take a look at each of these steps on the way to a new career. First, you became interested in exploring the possibility of entering a non-traditional career. That is why you are here. The next three steps are the heart of this program, and you will pass through them over and over again. In all of the readings, activities, and discussion, you will become aware of how you have made decisions in the past and who influenced them; aware of your values, interests, and skills; and, aware of the career possibilities available to you. At the same time, you will be making value judgments about the decisions and possibilities you become aware of, judging whether or not they are the way you want them to be. The next logical step, having made these judgments, will be to make a decision on what you want for yourself in the future.

Throughout the entire process of valuing and deciding, it is important for you to realize that values can and do change, and that you can decide to change your values. For example, if you have learned to value recognition of your femininity for doing traditionally female jobs, you can learn to value recognition of your individuality for doing a job you really want to do. What you value is up to you, and you can decide to change your values. As we noted above, you will go through this process again and again as you gain new awareness, judge the value of past experiences and future prospects, and make decisions regarding your career. Finally, the outcome of all this will be for you to take action on your decisions. Without this last and most important step, all the rest counts for little or nothing.

Possibly, the best way to start taking action on your career is to set goals for yourself. It is not possible to take any steps toward your career until you know exactly what your goals are. That's what this unit is all about. Then you may be ready to set some goals of your own.

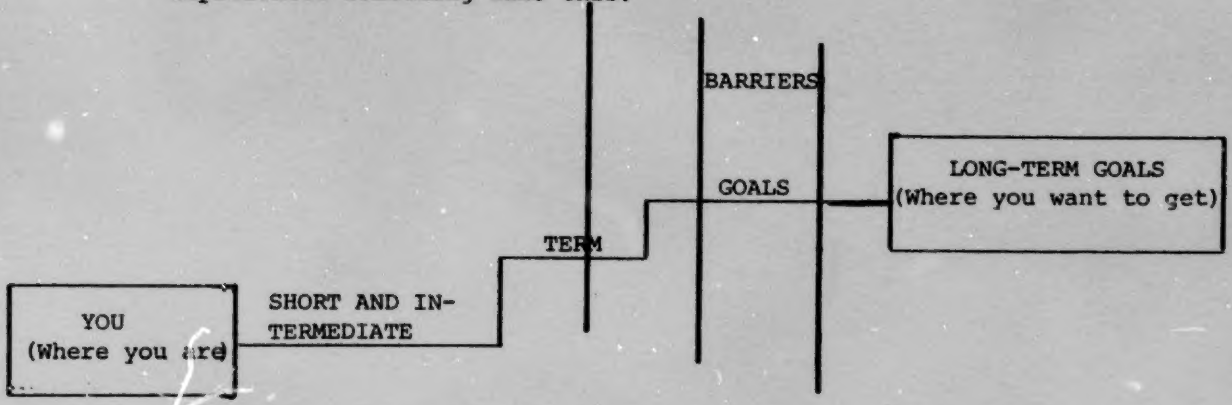
SLIDE PRESENTATION: "Get Up and Go With Goal Power"

For our purposes here, we will deal with three kinds of goals:

1.	Long-Term Goal:	My ultimate objective. "If I don't know where I'm going, I probably will end up somewhere else."
2.	Intermediate Goal:	A medium-range objective A significant landmark on the way to my ultimate goal. "How am I doing?"
3.	Short-Term Goal:	A step I can take now to begin moving toward my intermediate and long-term objectives. "Where do I start?"

A long-term goal is a specific, realistic objective, something you want for yourself at some time in the future. An intermediate goal is one which brings you part of the way toward your ultimate goal. A short-term goal is a measurable, day-to-day step toward your intermediate and long-term goals. An example may help to clarify the distinction. Let's look at a college freshman who wants to become a physician. Her long-term goal is to join the medical profession as a doctor; an intermediate goal might be to get her AA or BA Degree; and, a short-term goal would be to write to several universities and inquire about their pre-med programs. You can see that it would be useless to try to select short-term and intermediate goals before you set your long-term goals. It is illogical to begin a trip before you know where you are going.

Another factor you will have to deal with in setting goals is the possibility that certain barriers may come between you and your goal. These barriers will need to be dealt with before you can continue progressing toward your goal. The situation may be represented something like this:



Some barriers may be anticipated from the start of your career plan, while others may not show up until later. The more barriers you can foresee at the start, the easier your plan will be. You will also find that some barriers are minor ones and can be overcome by selecting alternative steps (short-term or intermediate goals) on the way to attaining your long-term goal. Other barriers may be so serious as to force you to actually consider alternative long-term goals.

If, as in the example above, your goal is to become a doctor, what barriers to attaining that goal might come up? What would be an example of a barrier that could be overcome by choosing alternate short-term goals? What might be a barrier that would require the selection of a different long-term goal?

Now that we know about goals, let's begin to set up some of our own. At this point, we will concern ourselves with only long-term goals, since we need to establish those first. On the next page think of and list all the career goals you can think of for yourself. As you list your goals, rank them from most to least important.

EXERCISE: III-5.

LONG-TERM GOALS

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

7. ____

8. ____

9. ____

10. ____

After you feel that your list is complete, analyze each goal, using these criteria:

		IS THE GOAL:
CODES:	L	LONG TERM?
	R	REALISTIC? (CAN I ATTAIN IT?)
	I	IMPORTANT TO YOU?
	W	SOMETHING YOU WANT TO ATTAIN?

Mark the appropriate code next to each long-term goal for which you can answer yes. Now, eliminate any which do not have all four letters next to them. Then check for goal conflicts. In other words, will the attainment of any of the long-term goals prevent the attainment of any other? If so, you have a goal conflict and will need to choose which is/are more important to you. Once you have done this, you are ready to put your long-term goals into some sort of time perspective. In other words, decide when you will attain those long-term goals. One way to do that is by drawing a life line which extends from now into the future. Arrange your long-term goals on that line, noting the years.

MY FUTURE: LIFE LINE

In this life line activity, you have begun to plan for the attainment of your goals by deciding when you want to attain them. This may give you a feel for controlling your own career.

Unit III Summary. The activities in which you have participated here may have helped you to look closely at the consequences of your decisions and making them yourself as opposed to letting someone else make them for you. Once the consequences are clearly recognized, it becomes easier to choose whether you want you or others to decide for you. In your work with values, you saw that it is possible for you to change your values to be more like what is required in a non-traditional occupation you would like to enter. And, finally, in learning about setting goals, you found the opportunity to assume personal control of your own career development.

In this unit you have specified some long-term goals. Now you are ready to begin taking steps to attain your goals, if you choose to do so. The units that follow will help you get started.

(NOTE: Hand out and explain the Holland Self-Directed Search, to be completed before Unit IV.)

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UNIT IV

Outline

UNIT IV

"Mirror, Mirror on the Wall..." What do I Need to Know About Myself When Selecting a Non-Traditional Career?

OBJECTIVE: The participants will assess their skills, values, interests and perception of self that relate to the type of job that will be rewarding to them.

OUTLINE: IV. Mirror, mirror on the wall. . ." What do I need to know about myself when selecting a non-traditional career?

I. What do I like to do?

What are interests?

Holland self-directed search

II. What are my values? What do I want to get from work?

What are values?

Super's work values inventory

III. What kind of person am I?

Myers-Briggs type indicator

IV. How do I feel about myself as a worker?

What is self concept?

Assessment of self concept

V. What skills do I have now?

What is a skill?

Assessment of skills

VI. Putting it all together - the reflection in the mirror

Summary chart

I. "Mirror, mirror on the Wall. . ." What do I need to know about myself when selecting a non-traditional career?

Now that you have made the decision to plan your own career, what's the next step? It's important to know where you are, before deciding where you want to go. So let's take a look in the mirror and find out where you are.

What are your interests?

First of all, what is an interest? An interest is an activity which a person engages in because (s)he enjoys it or because it is something (s)he would like to learn to do. Interests are reflections of a person's values, self-concept, and personality.

It is important to take one's interests into consideration when planning a career. An individual devotes at least 40 hours a week to work; (s)he should be doing something (s)he enjoys. Enjoying one's work is a good feeling and a source of pride. Let's look at an example:

Sally likes to be physically active, enjoys the outdoors, and likes playing tennis. She is looking for a job and has found two jobs for which she is qualified in the want ads.

1. Typist - This job would require that Sally sit at a typewriter for 40 hours a week in a typing pool.
2. Recreation aide - This job with the City Department of Recreation would require that Sally teach and/or participate in recreational activities offered by the Department of Recreation.

Which job do you think Sally would be happier with? If Sally takes her interests into consideration when choosing between these jobs, she will most likely choose the recreation aide.

EXERCISE: IV-1.

Let's take a look at your interests. Look at the activities section on page 4 of your Holland Self-Directed Search. List below all those activities which you marked under "L".

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________

You can use the activities in Exercise IV-1 to assist you to think of other activities that you like.

EXERCISE: IV-2.

Let's take time now to add to the list of activities you like to do. Look at the list in Exercise IV-1 and add all the activities that you can think of that you like to do.

1.____

2.____

3.____

4.____

5.____

6.____

7.____

8.____

9.____

10.____

11.____

12.____

13.____

14.____

15.____

16.____

17.____

18.____

19.____

20.____

You probably recongized that the list of activities provided in the Self-Directed Search (SDS) is only a sample of the activities that are done in jobs.

The job in which you have an interest may include some of those activities or none of them. What is important now is that you recognize the type of activities you like to do. Although you may find later that the things you like to do will lead you to jobs that you would rather avoid for such reasons as the pay not being very good, it is worth exploring what your interests are now. If you can find a job in which you can do those things you like to do, and receive the other rewards such as high pay from the job, you are much more likely to happy in your work. The SDS will assist you in finding out what type of activities you like. Turn to pages 10 and 11 of the SDS where you summarized the scores from the activities, competencies, and occupations sections. You have a summary code at the bottom of page 11. This code will assist you in learning about the kinds of jobs that meet your present interest.

If you will turn now to The Occupation Finder, you will find some of the occupations that fit your particular code. Look these occupations over and see what you think. If you don't like these much, try another list with the same first and second codes. You should also remember that these are also only a sample of jobs. In Unit V you will have an opportunity to consider a much broader range of occupations by studying the Dictionary of Occupational Titles.

EXERCISE: IV-3.

List the non-traditional occupations that you would like to learn more about.

1.____

2.____

3.____

4.____

5.____

6.____

Your interests also tell you something about your personality. That is, the things you like to do reflect your personality. The Holland Self-Directed Search that you have completed will assist you in getting from what you like to do to the type of interest you have. Turn now to the booklet entitled, Understanding Yourself and Your Career, and read the descriptions of the personality types on pages 2 and 3. Holland has named six types which are: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. In our society most women have been taught to be social or conventional, while men are taught to be realistic, investigative, and enterprising. Does your code fit this stereotype?

EXERCISE: IV-4.

Use the descriptions of the types in the booklet, Understanding Yourself and Your Career, to write a description of your three-letter summary code and describe how you feel about the description.

____

Description of my Summary Code______________________________

____

____

____.

How I feel about the description____________________________

____

____

____.

You should remember that the Summary Code was obtained from the activities you said you liked, the skill you said you could do well, and the jobs you said you preferred. You should also remember that you learned to like the activities and do the skills well. You can learn other skills just as easily.

In summary, your interests play a major role in how you spend your time. If you are not interested in reading, you probably spend very little time in the library. Your interests should be given much consideration when planning a career. When an individual devotes at least 40 hours a week to work, (s)he should be doing something (s)he enjoys. It logically follows that if you enjoy what you are doing, you will perform well. Enjoying one's work can be a great source of satisfaction and pride.

II. What are your work values?

Another aspect of an individual that tells us something about that person is his/her values. What are values? They are ideals or beliefs that influence a person's decisions and actions. They represent what is important to an individual in his/her life. An individual's decisions, actions, and attitudes are reflections of one's values.

Where do these values come from? They are learned through experiences in an individual's social sphere; family, peers, and community. Culture, age, religion, and income level also influence an individual's choice of values.

Any group of values an individual may have is called his/her value system. The values in this system can be ordered in terms of their importance. This order can change over time and from situation to situation. Some values within the system may be in conflict when an individual is involved with making a decision. In order for values to become and remain part of an individual, they must be freely chosen and continually acted upon.

It is *essential* to remember that values can and do change as a result of an individual's experiences. Some may lose their importance, others may gain in importance, some may be eliminated and others may be added, so that an individual is constantly reordering and changing his/her values.

Clarification of values is important in understanding who you are. What are values you have now? Review the Super Work Values Inventory you have completed. There are 15 work values which are assessed by this inventory. On page two of your answer sheet these values are listed by two letter codes. Below is an explanation of each value code.

Cr - Creativity - This value is associated with work which allows one to invent new things, design new products, or develop new ideas.

Ma - Management - This value is related to work which allows one to plan and lay out work for others to do.

Ac - Acheivement - This value is associated with work which gives one a feeling of accomplishment in doing a job well.

Su - Surroundings - This value is related to work which is carried out under pleasant physical conditions.

SR - Supervisory Relations - This value is related to work which is carried out under a supervisor who is fair and with whom one can get along.

WL - Way of Life - This value is related to work that allows one to live the kind of life

		(s)he chooses and to be the type of person (s)he wishes to be.
Se	Security	This value is associated with work which provides one with the certainty of having a job even in hard times.
As	Associates	This value is related to work which brings one into contact with fellow workers whom (s)he likes.
Es	Esthetic	This value is associated with work which allows one to make beautiful things and to contribute beauty to the world.
Pr	Prestige	This value is related to work which gives one standing in the eyes of others and brings out respect from others.
In	Independence	This value is related to work which permits one to work in his/her own way, as fast or as slowly as (s)he wishes.
Va	Variety	This value is related to work that provides an opportunity to do different types of jobs.
ER	Economic Return	This value is associated with work

which pays well and enables one to have the things (s)he wants.

Al - Altruism - This value is associated with work which allows one to contribute to the welfare of others.

IS - Intellectual Stimulation - This value is associated with work which provides opportunity for independent thinking and for learning how and why things work.*

Your scores from the work values inventory are indications of the values you want to get from the work you do. Look over the scores to see if you agree with them. You will recall that each score is the response to only three items, and, of course, there are many more values than three that go into making up the way you feel about a value such as Independence. Exercise IV-5 will assist you in looking at these values in relationship to the rest of your values.

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* The previous descriptions were taken from:

Super, Donald E., Work Values inventory manual. Boston, Massachusetts: Houghton Mifflin Company, 1970.

EXERCISE: IV-5.

Next to the value code on page two is a column labeled "RS". This is your raw score for each value. Rank these values, i.e., the value with the highest score receives the rank of 1 and so on.

RANK	VALUE
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

Values, like interests, are important in selecting a career. As mentioned earlier, in order for values to become and remain a part of an individual, they must be: 1) freely chosen and, 2) continually acted upon. If you are to be happy and successful at the career you choose, it is important that the career be in harmony with your values. To bring about this harmony, it may be necessary for you to change or reorder some of your values.

III. What kind of person am I?

The Myers-Briggs Type Indicator is a survey designed to help you evaluate the kind of person you are. It is concerned with the way people prefer to use perception and judgment. A person's perception determines what (s)he sees in a situation, and a person's judgment determines what (s)he decides to do about it. There are four major preferences, each of which have two opposite types. Each one of you has a type formula which is made up of four letters, one for each preference. First of all, let's discuss what these letters mean.

1. Extraversion or introversion. The first letter of your type formula (E or I) refers to the area in which you prefer to use your perception and judgment. The extravert prefers to use his/her perception and judgment in the outer world of people and things. The introvert prefers to use his/her perception and judgment in the inner world of ideas and thoughts.

2. Sensing or Intuition. The second letter of your type formula (S or N) refers to an individual's preferred way of perceiving. The sensing person prefers to perceive things directly through the five senses in a realistic way. The intuitive person prefers to perceive things indirectly through ideas or imagination.

3. Thinking or feeling. The third letter of your type formula (T or F) refers to an individual's preferred way of judging. The thinking person prefers to judge on the basis of truth or falsity. The feeling person prefers to judge on the basis of an appreciation of personal and interpersonal values.

4. Judgment or Perception. The last letter of your type formula (J or P) refers to an individual's preferred way of dealing with his/her environment. The judging person prefers to deal with the environment with an attitude of evaluation and judgment. The perceiving person prefers to deal with the environment with an attitude of understanding and perception.

It is important to remember that your type formula refers to preferences and is not a definition of you. These preferences are not considered to be either good or bad. If, for example, you have an S (sensing) in your formula this does not mean that you never perceive things intuitively. It only means that you prefer the sensing way of perceiving.

How does the kind of person you are effect your career decision? Take a look at the tables labeled "Effects of Each Preference in Work Situations". (Pages 3.98-3.99). These tell you some things that are important to the different types in the work setting. For example, look under extraverts. An extravert likes to have people around. In making a career decision an extravert would want to consider whether a particular job requires working with other people or working alone. An extravert would probably not be very happy working all alone.

Later on in the course when you will be looking at requirements and tasks for occupations you may be considering, keep in mind the kinds of things listed in these tables that go with your type formula.

EFFECTS OF EACH PREFERENCE IN WORK SITUATIONS

INTROVERTS	EXTRAVERTS
Like quiet for concentration.	Like variety and action.
Tend to be careful with details, dislike sweeping statements.	Tend to be faster, dislike complicated procedures.
Have trouble remembering names and faces.	Are often good at greeting people.
Tend not to mind working on one project for a long time uninterruptedly.	Are often impatient with long, slow jobs.
Are interested in the idea behind their job.	Are interested in the results of their job, in getting it done, and in how other people do it.
Dislike telephone intrusions and interruptions.	Often don't mind the interruption of answering the telephone.
Like to think a lot before they act, sometimes without acting.	Often act quickly, sometimes without thinking.
Work contentedly alone.	Like to have people around.
Have some problems communicating.	Usually communicate well.

FEELING TYPES	THINKING TYPES
Tend to be very aware of other people and their feelings.	Are relatively unemotional and uninterested in people's feelings.
Enjoy pleasing people, even in unimportant things.	May hurt people's feeling without knowing it.
Like harmony. Efficiency may be badly disturbed by office feuds.	Like analysis and putting things into logical order. Can get along without harmony.
Often let decisions be influenced by their own or other people's personal likes and wishes.	Tend to decide impersonally, sometimes ignoring people's wishes.

Need occasional praise.	Need to be treated fairly.
Dislike telling people unpleasant things.	Are able to reprimand people or fire them when necessary.
Relate well to most people.	Tend to relate well only to other thinking types.
Tend to be sympathetic.	May seem hard-hearted.

INTUITIVE TYPES	SENSING TYPES
Like solving new problems.	Dislike new problems unless there are standard ways to solve them.
Dislike doing the same thing over and over again.	Like an established routine.
Enjoy learning a new skill more than using it.	Enjoy using skills already learned more than learning new ones.
Work in bursts of energy powered by enthusiasm, with slack periods in between.	Work more steadily, with realistic idea of how long it will take.
Put two and two together quickly.	Must usually work all the way through to reach a conclusion.
Are patient with complicated situations.	Are impatient when the details get complicated.
Are impatient with routine details.	Are patient with routine details.
Follow their inspirations, good or bad.	Rarely trust inspirations, and don't usally get inspired.
Often get their facts a bit wrong.	Seldom make errors of fact.
Dislike taking time for precision.	Tend to be good at precise work.

PERCEPTIVE TYPES	JUDGING TYPES
Tend to be good at adapting to changing situations.	Best when they can plan their work and follow the plan.
Don't mind leaving things open for alterations.	Like to get things settled and wrapped up.
May have trouble making decisions.	May decide things too quickly.
May start too many projects and have difficulty in finishing them.	May dislike to interrupt the project they are on for a more urgent one.
May postpone unpleasant jobs.	May not notice new things that need to be done.
Want to know all about a new job.	Want only the essentials needed to get on with it.
Tend to be curious and welcome new light on a thing, situation, or person.	Tend to be satisfied once they reach a judgment on a thing, situation, or person.*

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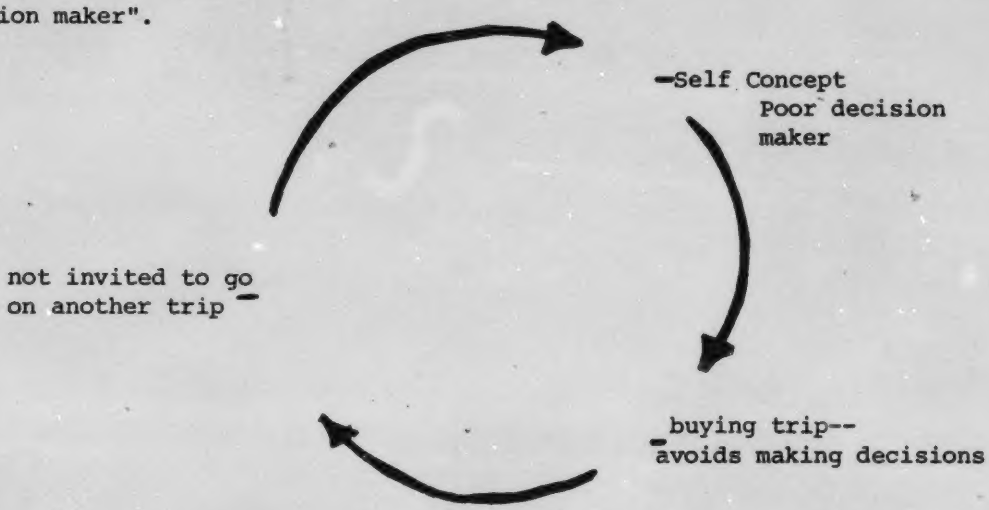
*These descriptions have been taken from:

Briggs, K.C., and Myers, I.B., *Myers-Briggs type indicator manual*, Palo Alto, California: Consulting Psychologists Press, Incorporated, 1962.

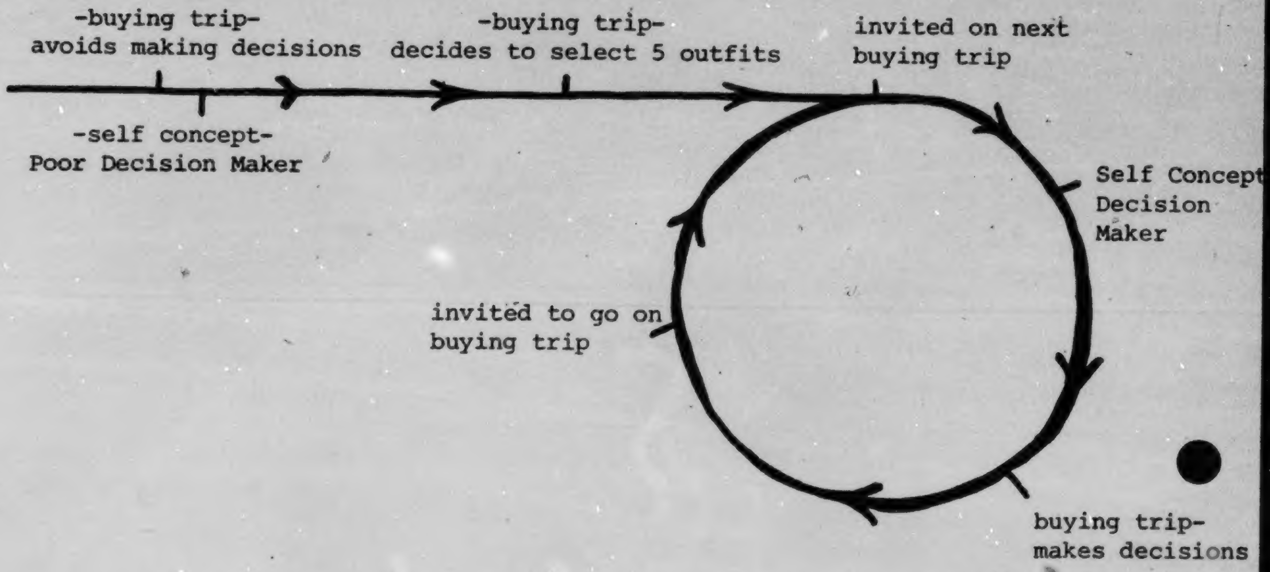
IV. What is your self concept as a worker?

Self concept is an individual's personal view of herself/ himself. Self concept can be positive, negative, or a little of both. An individual's self concept develops from the influence of others, (family, friends, et cetera), as well as his/her own knowledge of one's self. One's perception of self (self concept) influences one's behavior which in turn influences one's self concept. Self concept, like values, can and does change. Let's look at an example:

Sally recently got a job managing a clothes boutique. Her boss invited her to go on a buying trip to help select clothes for the store. Sally doesn't see herself as a good decision maker so when her boss asked her which clothes she would choose, she responded, "I don't know, which would you select?" Sally's boss did not ask her to go on another buying trip which reinforced Sally's self concept of "poor decision maker".


Self Concept
Poor decision maker
buying trip--
avoids making decisions
not invited to go on another trip

Sally's self concept influenced her behavior which in turn influenced her boss's perception of her. What can Sally do to change her self concept? She can decide to change her self concept by changing her behavior.


-buying trip-
avoids making decisions
-self concept-
Poor Decision Maker
-buying trip-
decides to select 5 outfits
invited on next
buying trip
Self Concept
Decision
Maker
buying trip-
makes decisions
invited to go on
buying trip

How do you see yourself as a worker? Take a look at your own self concept. Look at the adjective check list that follows. Put a check in the blank next to those which you feel are characteristic of you. If you can think of any more which are not listed, add them at the bottom.

EXERCISE: IV-6.

ADJECTIVE CHECK LIST

___Professional

___Capable

___Willing and able to take on something new

___Responsible

___Able to supervise others

___Helpful

___Able to communicate well with others

___Hard working

___Organized

___Dependable

___Self confident

___Able to work well without supervision

___Assertive

___Good decision maker

___Able to meet deadlines

___Cooperative

___Able to follow directions

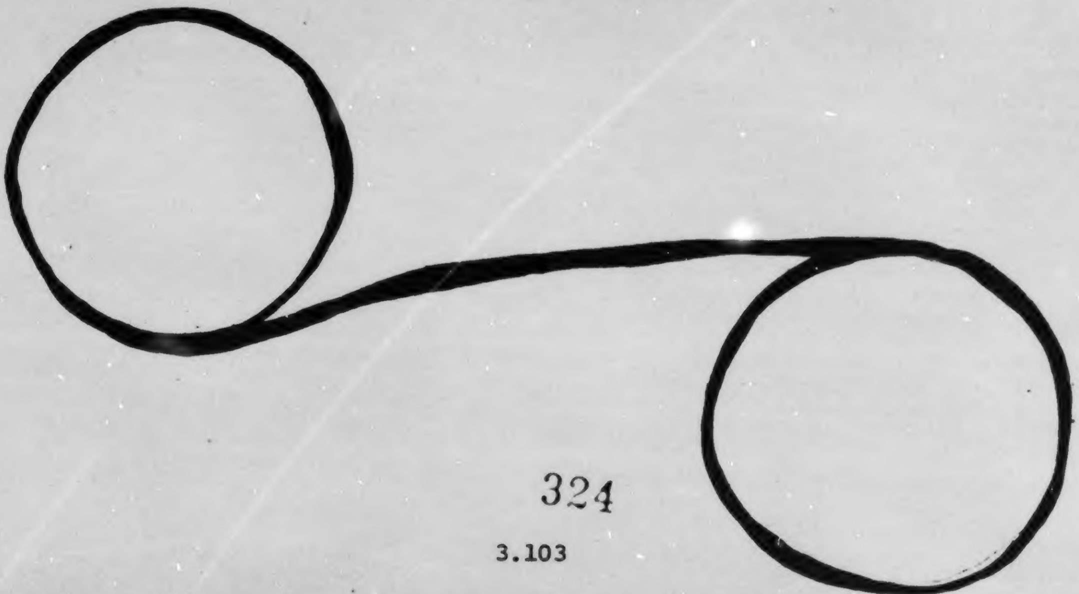
___Punctual

___Loyal

____

____

Now, choose one of the characteristics you did not check, but would like to be able to check. In the diagram below, follow the process we took Sally through for yourself.



Now you should have a clearer picture of your present self concept as a worker. Remember, like your values and interests, your self concept can and does change, and you can make the decisions to initiate this process of change.

V. What skills do I have now?

A skill is something a person is able to do well. Everyone has skills or abilities, i.e., everyone is able do to something well. Sometimes people are unaware of the skills they have. If an individual sees himself/herself in a particular role, this may prevent him/her from realizing that he/she has a particular skill because he/she does not associate this skill with his/her role. Let's look at an example.

Mary perceives herself as a housewife. Although she has been managing a detailed household budget for fifteen years, she does not realize that she has the skill of balancing books. Mary associates this skill with the role of bookkeeper, not housewife. Sometimes a new situation prevents an individual from realizing they have the capabilities needed to perform the task.

Susan has recently enrolled in a lab technician program at a local vocational school. Susan took one look at the procedures outlined in her workbook for testing blood samples and panicked. She thought she'd never be able to follow the procedures. However, following these procedures is not any different from following a recipe in a cookbook which is something Susan has done for years. She let the new situation give her the feeling of inability rather than looking for similarities between the new situation and situations that were familiar to her.

Now, turn to the competencies section on page 6 of your Holland Self-Directed Search. List, in your skills table, all those competencies you marked under "Y". In addition, with the two examples cited above in mind, open up your imagination and list everything else you know you can do well. You'll find (like Mary and Susan) that you have more skills than you thought you had!

EXERCISE: IV-7.

SKILLS	WHERE DID I ACQUIRE IT?	HOW LONG HAVE I HAD IT?	DO I STILL USE IT?
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

VI. Putting it all together - the reflection in the mirror.

Now that you have examined your interests, values, self concept, and skills, you should have a clearer idea of the person you see in the mirror. Perhaps the most important thing to remember is that a person and all the different aspects of a person are not, nor do they have to be, inflexible or permanent, but are ever changing and growing. The process of change and growth begins with an evaluation of where you are. Let's take a few minutes to summarize the beginning steps you have taken. In the blank provided put your type formula from the Myers-Briggs Type Indicator. In the table list the interests, values, and skills you have identified from the exercises we have completed in this unit. In the last column list those adjectives you checked in the self-concept exercise.

EXERCISE: IV-8.

TYPE FORMULA ____________________

MY INTERESTS	MY VALUES	MY SKILLS	MY SELF CONCEPT AS A WORKER

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UNIT V

UNIT V

Outline

What are the Requirements for the Non-Traditional Careers that I Would Consider Entering?

OBJECTIVE: The participants will identify the entry requirements and characteristics of the job(s) they have identified.

I. Where can I go to find out about job and/or training requirements?

Federal sources

State sources

Local sources

II. How do I use the Dictionary of Occupational Titles and the Occupational Outlook Handbook?

Values and the job

Personality and the job

III. Where can I go to get the required training?

Junior and community colleges

Vocational schools

Colleges and universities

Armed Forces

On the job training/apprenticeship programs

IV. Financial aid

I. Where can I go to find out about job and/or training requirements for non-traditional occupations?

There are a number of federal, state, and local sources that can assist you to find occupational information. A good place to begin is a school or public library. Most college libraries and some public libraries have copies of two Department of Labor books, the Dictionary of Occupational Titles, and the Occupational Outlook Handbook. We will be studying and discussing these sources later in the unit.

If you are already in high school or college, check the school's occupational career counseling personnel. They may have, or be able to secure, information for you. They may also be familiar with local job opportunities. Although most counselors are enlightened people, be aware that there may be a few that will direct you to "women's work" or "for females only" occupations.

At the state level it would be wise to check the State Employment Office, if there is one in your area. Larger cities also have a Division of Vocational Rehabilitation, the Civil Service Commission, State Manpower Office, or CETA funded programs. These sources are often familiar with community opportunities and the necessary training involved.

Local companies often post job information and specific training requirements in their plant offices. If you are interested in obtaining a specific job or are interested in a general occupation, it would be good to make an on-site visit to a plant or company for the most up-to-date information. Going directly to the job source may involve some travel, but it is generally worth the effort.

Often, local organizations such as business and professional clubs, Urban League, and minority job centers offer information and employment contacts. In other words, they may be able to put you in touch with a person who might be able to help you get the information needed. They may also know of a woman who is already working in the non-traditional occupation in which you are interested.

Also, at the local level, the newspaper want-ads provide a wealth of information. This information includes: names and addresses of potential employers, listings of jobs and specific skills required, salary, benefits, working conditions, and possible opportunities for training on-the-job. Want-ads usually do not indicate the sex preferred by the employer; some ads use the phrase, "Equal Opportunity Employer" which means that the position or training program is open to everyone regardless of sex, race, age, or creed. You may recall when the jobs listed in the want-ads were grouped by the preferred sex. This change is the result of federal legislation.

There are some communities which also have private employment agencies. These private agencies provide some job counseling which may help or may not help get a person into a desired job setting. Generally, private agencies do not provide the kind of training information that you will probably be looking for; private agencies almost always charge a fee for their services.

One of the best ways to obtain information about job requirements is to talk with people who are currently working in the occupation or with the organization or company. Much of the published information about job requirements are difficult to read and may not provide the information you want. The personal contact is also a good source of job planning and training opportunities.

Most companies and organizations regularly post job openings and training opportunities listing the required skills, benefits, and salary. If you have regular contact with a person who is already employed in your desired occupation, so much the better. They can provide you with information about the job as well as assist you in getting into the occupation. Therefore, it is important to talk about your career goals as it is always possible that others will provide information that may help. The way to get things to happen is to talk about your goals. Not only will others begin to believe you, they are also likely to start to assist you by passing on information they receive.

EXERCISE: V-1.

Think in terms of your own community resources and non-traditional careers. Explore the want-ads, make an on-site visit or interview a woman who is already employed in a non-traditional career, then complete the Fact Finding Sheet that follows.

FACT FINDING SHEET

1. Source of information: On-site visit, agency, want-ads, occupational information brief, DOT, Occupational Outlook Handbook, ____ ____ ____

2. What are the duties? ____ ____ ____ ____

3. What are the working conditions? ____ ____ ____ ____

4. Other than financial, what benefits are offered? ____ ____ ____ ____

EXERCISE: V-1. (Continued)

FACT FINDING SHEET

5. What job or occupational values were evident or described?____

6. What is the pay or salary?____

7. What specific training requirements are necessary to get the job?____

8. Name of person to contact for job.____

9. Name and address of employer(s).____

10. Phone number of employer(s).____

EXERCISE: V-1. (Continued.)

FACT FINDING SHEET

11. Was there any evidence that women would not be welcomed in this occupation? YES NO If yes, explain____________________

____

____

____

12. Do you feel that a woman, with the proper training, could get a job in the occupation? YES NO If no, explain. If yes, what barriers do you feel a woman would encounter?

____

____

____

____

____

____

____

II. How do I use the Dictionary of Occupational Titles and the Occupational Outlook Handbook?

The letters DOT stand for the Dictionary of Occupational Titles. This is a large volume published by the U. S. Department of Labor, and it is available in most school libraries. The DOT is an important and valuable resource for job seekers.

As we know, our society is complex and so is the task of defining what people do. The occupational definitions in the Dictionary are presented in a systematic order. It is important for us to learn how to use this material.

There are six basic parts to an occupational definition. They are listed below in the same order they are found in every definition:

1. Occupation Code Number
2. Occupation Title
3. Industry Designation
4. Alternative Titles (if any)
5. Body of Definition, which includes the:
    - lead statement
    - task element statement
    - "May" items
6. Undefined related titles (if any)

To understand all six parts to an occupational definition, as listed in the DOT, we must first learn about part 1, the Occupational Code Number. If this part is understood, then the remaining five parts will fall into place and will also be understood.

The Occupational Code Number consists of nine digits (numbers in a series). As example of an actual occupational code would be 652.382-010. Note that the numbers are grouped in threes, similar to a Social Security Number. The first series of three numbers identify a particular occupational group. The first number, Digit 1, in the series classifies the job by a broad, general occupational group. There are nine of these groupings:

0 and
1 Professional, technical, and managerial occupations
2 Clerical and sales occupations
3 Service occupations
4 Agricultural, fishery, forestry, and related occupations
5 Processing occupations
6 Machine trade occupations
7 Bench work occupations
8 Structural work occupations
9 Miscellaneous occupations

The second digit refers to a division with the occupational category, and the third digit refers to a group within the division. (A complete listing of all occupational categories, divisions, and groups is listed on p. xxxiv in the DOT Introduction.) Our example code number began with the numbers 652. This would indicate that the general occupation group would be machine trades. By checking the listing of devisions and groups in the DOT we would find that the 5 indicates that the job was related to the printing occupation and the 2 refers to, specifically, a printing machine occupation.

The middle three digits of the code number refer to worker traits or the worker's relationship to Data, People, and Things. (See chart on p.3.124). You will note that each of the three items are arranged in a hierarchy of relationship levels. Each of these hierarchies range from 0 to 8. Each following function (reading down) usually involves all those functions that follow it. For example, if the worker is involved in the supervision of people, he/she is also capable of consulting, coaching, exchanging information, and helping others.

Let us review some important terminology. Data is a word that may or may not be familiar to you, and is defined as meaning ideas, facts, and statistics. Data can be a part of even the simplest job, even though the major focus of the job may be with people or things. Referring to the chart again, you will note that the highest level in the Data hierarchy is synthesizing. A person with synthesizing capabilities would be involved with creating and developing new ideas and approaches; an architect, for example. The lowest level of the Data hierarchy is comparing, arranging data, people or things, and observing whether certain standards are met. A factory inspector would be at this level.

People refers to the worker's relationship to other human beings (and animals). In a very broad sense, the word people also refers to the amount and degree of communication with others. At the highest level on the people hierarchy we have mentoring. The word mentor is similar to the word counselor; so, a person at this level would be working directly with individuals having problems in advising, counseling, or guiding capacity according to legal, scientific, clinical, or spiritual principles. A marriage counselor would be at the mentor level. The lowest level on the scale would be serving, indicating that the worker would be asked to tend to the needs or requests of people or animals. Taking orders, instructions, and helping would also define this level.

Things means literally the physical interaction that a worker has with real objects, whether they be big or small, worthless or expensive. The highest level involving things is "setting up" or installing or repairing machines or equipment according to specifications or blue prints. The lowest level on the things category is "handling", meaning that a worker in this category would cut, shape, assemble, dig, carry, or move objects or materials. An individual who packs boxes would be at this level. Remembering our example code, the middle series of numbers was

382. This would mean that the occupation involves "compiling" (3), taking instruction-helping (8), and operation-controlling (2). The last three digits of the occupational code serve to distinguish a particular occupation from all the others. A number of occupations may have the same six digits, but no two will have the same nine digits. If more than one occupation has the same first six digits, the final three digits are assigned in alphabetical order.

To complete our understanding of the DOT the following listed steps give further information that help to define each listed occupation.

The Occupation Title is always expressed in BOLD type.

The Industry Designation is given in parenthesis immediately following the occupational title. This tells something about the occupation such as a product manufactured or duties associated with the occupation.

Alternative title or other names by which the occupation might be known--such as synonyms.

The definition of the occupation includes what the worker does, what equipment or work aids he/she uses, what products he/she makes, or services rendered, and instructions or judgments made. The definition also includes the "task statement" which states what the worker actually does in carrying out his or her duties--greases wheel, files reports, and so forth. Some definitions may begin with

SUMMARY CHART OF WORKER RELATIONSHIPS WITH DATA, PEOPLE, THINGS

DATA	PEOPLE	THINGS
0. Synthesizing	0. Mentoring	0. Setting up
1. Coordinating	1. Negotiating	1. Precision working
2. Analyzing	2. Instructing	2. Operating-controlling
3. Compiling	3. Supervising	3. Driving-operating
4. Computing	4. Diverting	4. Manipulating
5. Copying	5. Persuading	5. Tending
6. Comparing	6. Speaking signaling	6. Feeding offbearing
	7. Serving	7. Handling

"may" statements indicating that the worker "may" in some businesses or organizations do an additional task.

Undefined related titles, generally, are not applicable for common use of the DOT.

The Occupational Handbook.

The Occupational Handbook is also published by the U. S. Department of Labor. It too can be a valuable resource to the person who is searching for job and occupational information. The Handbook is cross-referenced with the Dictionary of Occupational Titles and each section of the Handbook follows a standard format. This feature makes it easier to compare different occupations.

How do you use the Occupational Handbook? The best place to begin in using these government directories is with yourself. By now, you should have a good idea of what your abilities and interests are. Throughout the workshops we have been discussing decision-making and using various methods to assess our own unique personal qualities. The next step is to match your individual abilities, skills, values, talents, and goals with those required by various occupations. Likely, you now have a field of interest in mind, and some knowledge of the types of jobs that are available. For example, you may have determined that you value being in contact with people, and that you have skill in directing others in a work effort. Further, you may be guided by financial goals and personal aptitudes--you would particularly enjoy working with large earth-moving machinery. Consult the *Handbook's* Table of Contents under Occupational Listings. You will note that these are arranged in thirteen "clusters" ranging from Industrial Production, which includes construction and transportation to Social Service Occupations. The career clusters in the *Handbook* describe a number of jobs within the cluster.

Once you have decided on an occupation or industry, you can find out from using the *Handbook* something about the nature of the work, places of employment, training and other qualifications, the employment outlook as assessed by government indicators, earnings and working conditions, and sources of additional information.

An important aspect of any occupational choice is the extent to which a particular job suits your personality. This is where the *Handbook* can be a big help. It provides information that allows you to match your own personal skills and characteristics with the characteristics of the job. Some of the ability, skill, and value phrases that are used in the *Handbook* to describe different jobs are:

make responsible decisions

motivate others

work under close supervision

work in a highly competitive atmosphere

enjoy working with people

enjoy working with ideas and solving problems

enjoy working with things--good coordination and manual dexterity are necessary

work independently--initiative and self-discipline are necessary

enjoy helping people

use creative talents and ideas and enjoy having an opportunity for self-expression

derive satisfaction from seeing the physical results of your work

perform repetitious work

enjoy working outside, regardless of the weather

EXERCISE: V-2.

Briefly list as many job skills as you can that are included in the non-traditional job you have selected.

JOB I ____

1. ______________ 2. ______________ 3. ______________

4. ______________ 5. ______________ 6. ______________

7. ______________ 8. ______________ 9. ______________

10. ______________ 11. ______________ 12. ______________

JOB II ____

1. ______________ 2. ______________ 3. ______________

4. ______________ 5. ______________ 6. ______________

7. ______________ 8. ______________ 9. ______________

10. ______________ 11. ______________ 12. ______________

JOB III ____

1. ______________ 2. ______________ 3. ______________

4. ______________ 5. ______________ 6. ______________

7. ______________ 8. ______________ 9. ______________

10. ______________ 11. ______________ 12. ______________

In using the DOT to learn about the non-traditional occupation(s) in which you have interest, you will find the definition to be of particular value. From the definition you will be able to identify the specific activities (tasks) that are performed on the job.

The activities included in the definition will assist you in completing Exercise V-2 as well as V-3. You will need to read the definition because, as with all definitions, each word has meaning.

Another way to determine the activities that are performed on a job is to find out what tools and equipment are used in doing the job, as well as the materials and products made or services provided. These facts are provided for each job in the lead statement of the definition. You will be able to use this information in the completion of Exercise V-3.

Study the detailed example of the information provided in the Dictionary of Occupational Titles and the Occupational Outlook Handbook as shown on p. 13. Then complete Exercise V-3.

EXERCISE: V-3.

These worksheets are designed to help you explore your own occupational choices. It will be necessary for you to go to a school or public library to use the DOT and the Handbook. You will be asked to compare your own skills with those of the job in Unit VI. The extent to which the job requirements and your skill, interest, values, and personality match up will assist you in determining what skills you need to acquire and values you will need to change if you are to enter the occupation.

The Following material is summarized from the DOT and Occupational Handbook.

OCCUPATION: Welders
DOT: 810 through 819.887

Nature of work: Welding consists of joining materials, usually metal, by permanently bonding together parts. Welders are used primarily in the auto and ship building industries, appliances and construction.

Places of employment: In 1976 there were 660,000 welders; many of them concentrated in the Great Lakes States which have an abundance of heavy industry and steel related jobs.

Employment outlook: Very good, especially in industrial states with demand greater than the supply. A few outstanding opportunities in construction welding, i.e., pipelines, oil rigs, et cetera.

Earnings and working conditions: Wide range of earning capacity. Machine welders earned between $3.93 - $5.10 in 1976. Construction welders between $6 - $12, depending upon size and risk of job and location. Conditions generally require that a mask be worn on the job for safety reasons. There may be considerable noise associated with the job, as well as grease, dirt, and odors. Generally welders are members of various unions which help set standards and benefits.

Specific skill or ability required: Manual dexterity. Good eyesight. Good hand and eye coordination. Ability to concentrate on detailed work for long periods of time. In construction welding physical strength may also be necessary.

Training and other qualifications: Beginners in machine welders can often learn the skill in a few hours on the job. More skilled welders may take years to learn the trade. In highly critical welding jobs, such as bridge building or pipeline building, welders may be asked to pass an exam; they are called "certified welders".

Where is training available: A few companies offer employees welder apprenticeship programs that last for several years. These include classroom and on the job training. New developments and the use of new materials are requiring new skills of welders. Employers prefer High School education or vocational training in welding; courses in math, mechanical drawing, and blueprint reading are helpful.

Equipment needed: Most large companies supply all necessary equipment. In smaller organizations it may be necessary to supply own tools, masks, protective goggles, and so forth.

EXERCISE: V-3. (Continued.)

OCCUPATION:________________________________ Worksheet #1

DOT CODE # ________________________________

NATURE OF WORK:________________________________

PLACES OF EMPLOYMENT:________________________________

EMPLOYMENT OUTLOOK:________________________________

EARNINGS AND WORKING CONDITIONS:________________________________

EQUIPMENT NEEDED:________________________________

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EXERCISE: V-3. (Continued.) Worksheet #1

SPECIFIC SKILL OR ABILITY REQUIRED: ______________________

____

____

____

TRAINING AND OTHER QUALIFICATIONS: ______________________

____

____

____

WHERE IS TRAINING AVAILABLE: ______________________

____

____

____

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EXERCISE: V-3. (Continued.)

OCCUPATION: ______________________ WORKSHEET #2

DOT CODE # ______________________

NATURE OF WORK: ______________________

PLACES OF EMPLOYMENT: ______________________

EMPLOYMENT OUTLOOK: ______________________

EARNINGS AND WORKING CONDITIONS: ______________________

EQUIPMENT NEEDED: ______________________

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EXERCISE: V-3. (Continued.) Worksheet #2

SPECIFIC SKILL OR ABILITY REQUIRED:____________________

TRAINING AND OTHER QUALIFICATIONS:____________________

WHERE IS TRAINING AVAILABLE:____________________

EXERCISE: V-3. (Continued.)

OCCUPATION: ______________________________ WORKSHEET #3

DOT CODE # ______________________________

NATURE OF WORK: ______________________________

PLACES OF EMPLOYMENT: ______________________________

EMPLOYMENT OUTLOOK: ______________________________

EARNINGS AND WORKING CONDITIONS: ______________________________

EQUIPMENT NEEDED: ______________________________

EXERCISE: V-3. (Continued.) Worksheet #3.

SPECIFIC SKILL OR ABILITY REQUIRED:

TRAINING AND OTHER QUALIFICATIONS:

WHERE IS TRAINING AVAILABLE:

Values and the job. As you learn about the requirements of some non-traditional jobs you may want to enter, it is important to learn what values can be satisfied by the job as well as what skills are required. In Unit IV you completed the Super Work Values Inventory dealing with 15 different values. To complete Exercise V-4, look over the explanations of each of the 15 work values listed in Unit IV. Then, as you consider the kinds of activities required by each occupation, determine to what extent each value would be satisfied by that job.

EXERCISE: V-4.

Values satisfied by the performance of the job.

From the information you have read about the job, (Job descriptions, et cetera), rate the extent to which you feel the job you have selected provides the following work values on the following pages.

EXERCISE: V-4. (Continued.)

Occupation Number 1:

Values	Extent to which value is provided by job (High, Medium, Low) H, M, or L
1. Creativity	______
2. Management	______
3. Achievement	______
4. Surroundings	______
5. Supervisory Relations	______
6. Way of Life	______
7. Security	______
8. Associates	______
9. Esthetic	______
10. Prestige	______
11. Independence	______
12. Variety	______
13. Economic Return	______
14. Altruism	______
15. Intellectual Stimulation	______

EXERCISE: V-4. (Continued.)

Occupation Number 2:

Values	Extent to which value is provided by job (High, Medium, Low) H, M, or L
1. Creativity	
2. Management	
3. Achievement	
4. Surroundings	
5. Supervisory Relations	
6. Way of Life	
7. Security	
8. Associates	
9. Esthetic	
10. Prestige	
11. Independence	
12. Variety	
13. Economic Return	
14. Altruism	
15. Intellectual Stimulation	

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EXERCISE: V-4. (Continued.)

Occupation Number 3:

Values	Extent to which value is provided by Job (High, Medium, or Low) H, M, or L
1. Creativity	___
2. Management	___
3. Acheivement	___
4. Surroudnings	___
5. Supervisory Relations	___
6. Way of Life	___
7. Security	___
8. Associates	___
9. Esthetic	___
10. Prestige	___
11. Independence	___
12. Variety	___
13. Economic Return	___
14. Altruism	___
15. Intellectual Stimulation	___

Personality on the job. In your work with the Holland Self Directed Search in Unit IV, you learned that one may expect certain personality types to perform a given job more successfully than some other types. For this reason, you may benefit from knowing the personality types that may be expected to be most successful at the non-traditional occupations you have selected as possibilities for you. To complete Exercise V-5, look first at Table V-1 and convert the D.O.T. codes (first three digits only) for the occupations you selected into three-letter Holland Occupational codes. Then look at the pamphlet "Understanding Yourself and Your Career," where descriptions of each Holland personality type are listed on pages 2 and 3. Study the adjectives used to describe each of the three types included in the Holland code for that job, then list four or five representative adjectives for each of the three types. Do this for each of the occupations you examined in Exercise V-3.

When you have completed this Exercise, you will have a brief description of the kind of person who is likely to be most successful at the jobs you are examining.

As you list the descriptive adjectives for each of the three letters of the Holland codes, be sure to remember that the first letter is the most accurate reflection of the job requirements, the second letter less on target, and the third letter, still less so. Thus, you will want to give the most attention to the list of adjectives under the first letter of the Holland code for a particular job.

EXERCISE: V-5.

Personality types in various occupations.

EXAMPLE:

Occupation #1: Printer

D.O.T. Code: 651.782

Holland Code: RIC

Descriptions:

1st Code: R	2nd Code: I	3rd Code: C
Conforming	Analytical	Conscientious
Honest	Curious	Careful
Practical	Introverted	Obedient
Stable	Precise	Orderly
Thrifty	Reserved	Efficient

Occupation #1: ____________________

D.O.T. Code: ____________________

Holland Code: ____________________

Descriptions:

1st Code: ___	2nd Code: ___	3rd Code: ___

EXERCISE: V-5. (Continued.)

Occupation #2: ____________________

D.O.T. Code: ____________________

Holland Code: ____________________

Descriptions:

1st Code: ____	2nd Code: ____	3rd Code: ____
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

Occupation #3: ____________________

D.O.T. Code: ____________________

Holland Code: ____________________

Descriptions:

1st Code: ____	2nd Code: ____	3rd Code: ____
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

III. Where can I go to get the required training?

Learning about an occupation can be similar to putting together the pieces of a puzzle. People who actively and systematically investigate a job will surely learn more than a person who relies on bits and pieces of information struggling as they go along to see the whole picture.

In this unit we have attempted to identify the skills needed for entry into an occupation. But, what if you don't have the skills? Where do you go to get them?

Junior and Community Colleges offer one and two year programs that include training in job skills and academic areas. Some programs provide specialized occupational courses and programs which focus upon employment skills in areas such as auto body and mechanic work, air conditioning repair and installation, construction skills, industrial drafting and design, welding and electronics. Some two year study programs prepare individuals for positions in general business management, real estate, commercial data processing, and engineering; and, can lead to a four year degree if credit is transferable. It is best to explore junior and community college programs by getting a school catalog, either by mail or picking one up in person at the school's admission office. General information, course descriptions, and requirements are listed.

Vocational Schools provide short, intensive training in a variety of occupations. Vocational skills are emphasized. A free guide for choosing and evaluating vocational schools is prepared by the Federal Trade Commission. You can get the Pocket Guide to Choosing a Vocational School by writing to the F.T.C., Consumer Information, Pueblo, Colorado, 81009.

Colleges and universities offer professional training for careers that require a four-year college degree. Generally, students choose a major area of study and take most of their courses in that field. Again, it would be wise to obtain a college catalog and take the career advice of others in that field before launching on a four-year degree earning course.

The Armed Forces provide training and educational opportunities in communications, public information, medical services, machine and engine maintenance, electronics, and many other occupations. The armed forces pays for schooling for women, who in return agree to serve for a particular number of years. Schools, counselors, and military recruiters have the information about opportunities in the various branches of the service.

On-the-job training is available in a number of areas. This training is informal, but can also be formal. Informal training usually takes place at the job site and particular skills are taught as the need arises. Formal training generally takes place at a central location. For example, United Parcel Service trains women for non-traditional jobs. They will train men or women who can drive a manual shift automobile to drive delivery vehicles.

They are also training women to become deisel engine mechanics. Sears Roebuck and Company is another company that is anxious to train women as service technicians and auto mechanics.

Apprenticeship programs are often sponsored by large companies or organizations and involve on-the-job training in industrial occupations combined with classroom instruction. Most apprenticeship programs last two to four years, but some can be as long as six years. There are 350 fields which offer apprenticeship training.

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IV. Financial Aid

Financial aid is available in a number of forms. Most school programs are willing to assist students through one of the following aid programs: The Basic Educational Opportunity Grant, The College Work-Study Program, The Florida Insured Loan, and the Florida Student Loan. There are also grants and scholarships awarded on an individual basis. Inquiries concerning financial aid can be directed to the Student Financial Aid Officer on campus.

Apprenticeship programs are also available in a number of skilled and craft trades. These programs involve on-the-job training. They offer the opportunity to earn while you learn.

References

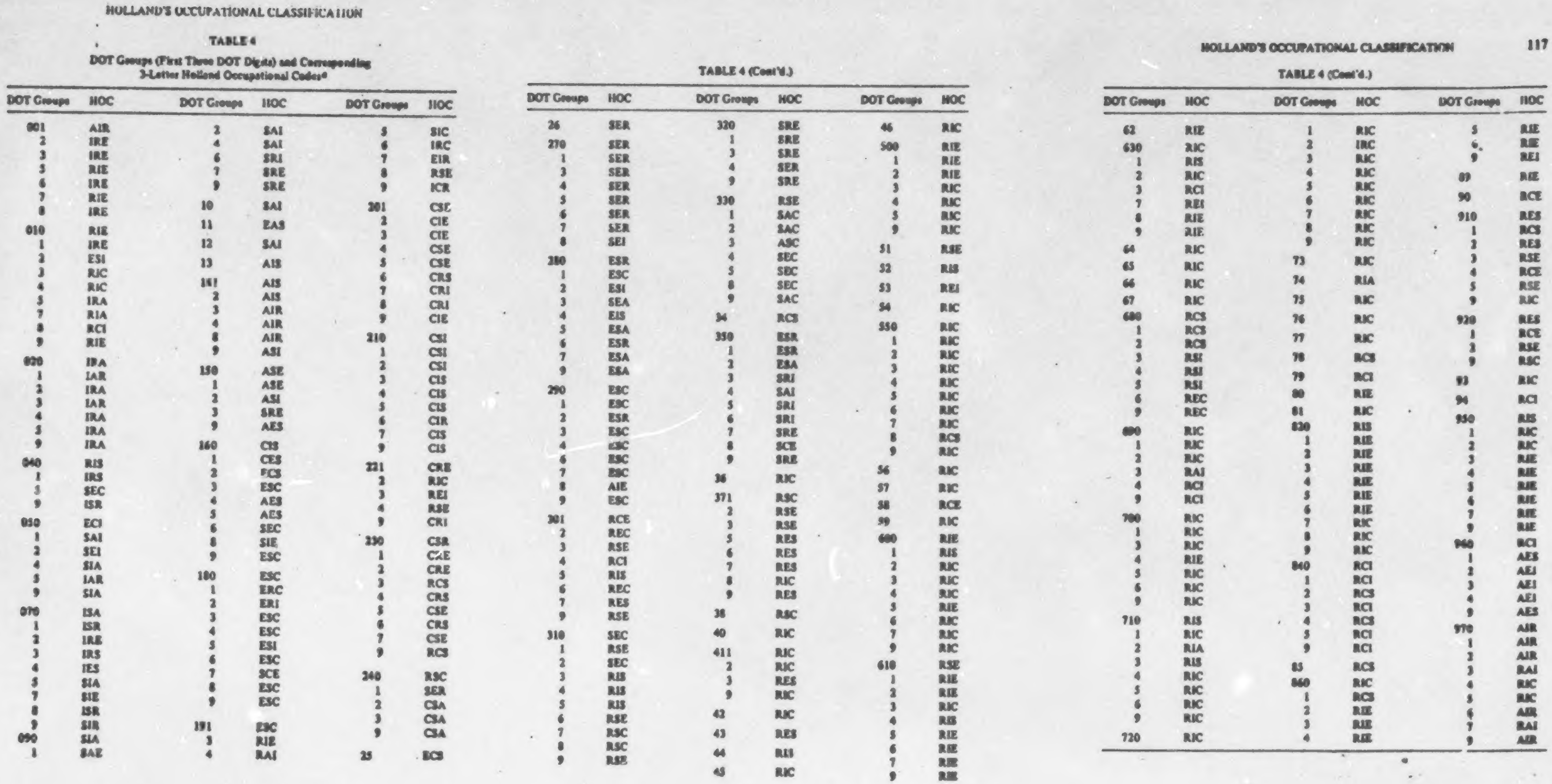
U.S. Department of Labor. Dictionary of occupational titles. Edition IV. Washington, D.C.: U.S. Government Printing Office, 1977.

U.S. Department of Labor. Occupational outlook handbook. Bulletin 1955. Washtington, D.C.: U.S. Government Printing Office, 1977.

Viernstein, M.C. The extension of Holland's occupational classification to all occupations in the dictionary of occupational titles. Journal of Vocational Behavior, 1972, 2, pp. 107-21.

TABLE V-1

DOT to Holland Code Conversion



HOLLAND'S OCCUPATIONAL CLASSIFICATION

TABLE 4

DOT Groups (First Three DOT Digits) and Corresponding 3-Letter Holland Occupational Codes[a]

DOT Groups	HOC	DOT Groups	HOC	DOT Groups	HOC
001	AIR	2	SAI	5	SIC
2	IRE	4	SAI	6	IRC
3	IRE	6	SRI	7	EIR
5	RIE	7	SRE	8	RSE
6	IRE	9	SRE	9	ICR
7	RIE	10	SAI	201	CSE
8	IRE	11	EAS	2	CIE
010	RIE	12	SAI	3	CIE
1	IRE	13	AIS	4	CSE
2	ESI	141	AIS	5	CSE
3	RIC	2	AIS	6	CRS
4	RIC	3	AIR	7	CRI
5	IRA	4	AIR	8	CRI
7	RIA	8	AIR	9	CIE
8	RCI	9	ASI	210	CSI
9	RIE	150	ASE	1	CSI
020	IRA	1	ASE	2	CSI
1	IAR	2	ASI	3	CIS
2	IRA	3	SRE	4	CIS
3	IAR	9	AES	5	CIS
4	IRA	160	CIS	6	CIR
5	IRA	1	CES	7	CIS
9	IRA	2	ECS	9	CIS
040	RIS	3	ESC	221	CRE
1	IRS	4	AES	2	RIC
3	SEC	5	AES	3	REI
9	ISR	6	SEC	4	RSE
050	ECI	8	SIE	9	CRI
1	SAI	9	ESC	230	CSR
2	SEI	180	ESC	1	CRE
4	SIA	1	ERC	2	CRE
5	IAR	2	ERI	3	RCS
9	SIA	3	ESC	4	CRS
070	ISA	4	ESC	5	CSE
1	ISR	5	ESI	6	CRS
2	IRE	6	ESC	7	CSE
3	IRS	7	SCE	9	RCS
4	IES	8	ESC	240	RSC
5	SIA	9	ESC	1	SER
7	SIE	191	ESC	2	CSA
8	ISR	3	RIE	3	CSA
9	SIR	4	RAI	9	CSA
090	SIA			25	ECS
1	SAE				

TABLE 4 (Cont'd.)

DOT Groups	HOC	DOT Groups	HOC	DOT Groups	HOC
26	SER	320	SRE	46	RIC
270	SER	1	SRE	500	RIE
1	SER	3	SRE	1	RIE
3	SER	4	SER	2	RIE
4	SER	9	SRE	3	RIC
5	SER	330	RSE	4	RIC
6	SER	1	SAC	5	RIC
7	SER	2	SAC	9	RIC
8	SEI	3	ASC	51	RSE
280	ESR	4	SEC	52	RIS
1	ESC	5	SEC	53	REI
2	ESI	8	SEC	54	RIC
3	SEA	9	SAC	550	RIC
4	EIS	34	RCS	1	RIC
5	ESA	350	ESR	2	RIC
6	ESR	1	ESR	3	RIC
7	ESA	2	ESA	4	RIC
9	ESA	3	SRI	5	RIC
290	ESC	4	SAI	6	RIC
1	ESC	5	SRI	7	RIC
2	ESR	6	SRI	8	RCS
3	ESC	7	SRE	9	RIC
4	ESC	8	SCE	56	RIC
6	ESC	9	SRE	57	RIC
7	ESC	36	RIC	58	RCE
8	AIE	371	RSC	59	RIC
9	ESC	2	RSE	600	RIE
301	RCE	3	RSE	1	RIS
2	REC	5	RES	2	RIC
3	RSE	6	RES	3	RIC
4	RCI	7	RES	4	RIC
5	RIS	8	RIC	5	RIE
6	REC	9	RES	6	RIC
7	RES	38	RSC	7	RIC
9	RSE	40	RIC	9	RIC
310	SEC	411	RIC	610	RSE
1	RSE	2	RIC	1	RIE
2	SEC	3	RES	2	RIE
3	RIS	9	RIC	3	RIC
4	RIS	42	RIC	4	RIS
5	RIS	43	RES	5	RIE
6	RSE	44	RIS	6	RIE
7	RSC	45	RIC	7	RIE
8	RSC			9	RIE
9	RSE				

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TABLE 4 (Cont'd.)

DOT Groups	HOC	DOT Groups	HOC	DOT Groups	HOC
62	RIE	1	RIC	5	RIE
630	RIC	2	IRC	6	RIE
1	RIS	3	RIC	9	REI
2	RIC	4	RIC	89	RIE
3	RCI	5	RIC	90	RCE
7	REI	6	RIC	910	RES
8	RIE	7	RIC	1	RCS
9	RIE	8	RIC	2	RES
64	RIC	9	RIC	3	RSE
65	RIC	73	RIC	4	RCE
66	RIC	74	RIA	5	RSE
67	RIC	75	RIC	9	RIC
680	RCS	76	RIC	920	RES
1	RCS	77	RIC	1	RCE
2	RCS	78	RCS	2	RSE
3	RSI	79	RCI	9	RSC
4	RSI	80	RIE	93	RIC
5	RSI	81	RIC	94	RCI
6	REC	820	RIS	950	RIS
9	REC	1	RIE	1	RIC
690	RIC	2	RIE	2	RIC
1	RIC	3	RIE	3	RIE
2	RIC	4	RIE	4	RIE
3	RAI	5	RIE	5	RIE
4	RCI	6	RIE	6	RIE
9	RCI	7	RIC	7	RIE
700	RIC	8	RIC	9	RIE
1	RIC	9	RIC	960	RCI
3	RIC	840	RCI	1	AES
4	RIE	1	RCI	2	AEI
5	RIC	2	RCS	3	AEI
6	RIC	3	RCI	4	AEI
9	RIC	4	RCS	9	AES
710	RIS	5	RCI	970	AIR
1	RIC	9	RCI	1	AIR
2	RIA	85	RCS	2	AIR
3	RIS	860	RIC	3	RAI
4	RIC	1	RCS	4	RIC
5	RIC	2	RIE	5	RIC
6	RIC	3	RIE	6	AIR
9	RIC	4	RIE	7	RAI
720	RIC			9	AIR

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UNIT VI

UNIT VI

Outline

How Can I Bridge the Gap Between What I Am and What the Job Requires?

Objective: Participants will compare their own self-developed profile with the characteristics of their selected occupations in order to determine which skills they need and which values they may need to change. As a result, participants may develop a plan for personal change and for getting skills necessary for entering a non-traditional occupation.

I. How well do my values and interests fit the jobs I have identified?

II. How much would I have to bend (change) my values to be like those who hold jobs like the one(s) I have identified?

III. How can I make the necessary changes in my behavior, and where can I get help in doing this?

IV. What skills do I need to learn, and how will I get them?

V. When will I do what?

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I. How can I bridge the gap between what I am and what the job requires?

Making specific plans to enter a non-traditional occupation involves learning some things both about the occupation itself and about you. Having done that, you may be aware that there are some values, interests, and personality characteristics you had that may conflict with the requirements of the job. You may also be aware of some skills you lack in order to be able to do the work required by the non-traditional occupations in which you have expressed some interest. In this unit you will have the opportunity to look closely at the differences between what you are and what the job requires, and to learn how to bridge that gap if you choose to do so. We will consider each of the factors about jobs that you identified in Unit V , and those about you that you identified in Unit IV . By doing this we will be able to determine which of the interests, values, personality characteristics, and self-concepts that you have in agreement with those persons usually holding the non-traditional job(s) you have indicated you would like to enter. To do this an exercise is provided for each of the factors. The exercise provides you with an opportunity to do what is called a discrepancy analysis. That is, you are to take the job requirements, characteristics, et cetera, of persons in the occupation(s) and subtract those that you have. The results of this comparison are the discrepancy that will provide you the basis for developing a plan for acquiring skills and changing values, interests, et cetera.

An illustration of this procedure using the factor of values follows:

The values for which the job provides rewards	-	your current values	=	Discrepancy

Discrepancies in the case of values are areas of potential conflicts, while the comparison of job requirements and skills you currently have will result in a list of needed skills. Let's look first at values.

I. How well do my values fit the jobs I have identified?

Each of us has certain reasons why we act or think the way we do. In other words, we all have certain values. Some situations in life require that we alter or change our values. Often, entering any new job causes value conflict, in which the situation causes old values to conflict with new ones. When entering a nontraditional job it is important for us to see which of our values may conflict. For example, having nice-looking hands with pretty nails may be important to you because it is one way of saying that you think enough of yourself to take good care of you. But, now you want to become an auto mechanic and chances are you will not be able to keep those nice, long nails.

It is possible for a person's values to be unlike those who hold similar jobs or that some values that you seek from a job can be forfeited for other values that you have. For example, if you wish to have high economic return you may have to give up the value you might have for working in comfortable, clean, and pleasant surroundings. This does not mean that you could not find an occupation that provides both of these values.

Women have shown that it is possible to forfeit work values they hold. Many women in low-paying subservant jobs value both independence and economic return for they have accepted the "woman's role" in the work force. The same society that has taught women their place in the work force has also taught them to value rewards from work that will keep them out of "men's work".

So what do you do? The first thing that might help is to realize that some values are more important than others. A good thing to do is to "clarify" values; that is, measure your values one against the other to determine which are the most important to you. In Unit IV, you spent some time identifying some values that you hold. You also learned that values change over time, and that you can actively cause them to change. Then, in Unit V you identified some of the requirements of non-traditional occupations in which you might be interested. What we are going to do now is take a closer look at the values and job requirements you identified and see if we can spot and resolve any discrepancies between the two.

First, take out the values work sheet from Unit IV. Using the scores you obtained from your responses to the Work Values Inventory, rate each of the values as of high (H), medium (M), or, low (L) importance to you. The work sheet provided in Exercise VI-1 may be used to record your ratings. The score you received on the work values inventory need not be the only information you consider. Remember, the inventory only gives you an indication of your values.

In Unit V you investigated the values that you would receive from a (some) particular non-traditional job(s). These should now be recorded in the column for values you obtained from the jobs in Exercise VI-1.

Now, do the discrepancy analysis. If the job(s) provide(s) more of the values than you need from a job, put a plus(+); or, if it provides less, put a minus(-); or, if the values provided by the job are the same level as those you seek in a job, put an equal sign(=).

EXERCISE: VI-1.

Discrepancy in values. Use Codes H, M, or L.

Work Values	Importance to you (H,M, or L)	Values obtained from the job (FromUnit V)	Discrepancy +, -, or =
1. Creativity			
2. Management			
3. Acheivement			
4. Surroundings			
5. Supervisory Relations			
6. Way of Life			
7. Security			
8. Associates			
9. Esthetic			
10. Prestige			
11. Independence			
12. Variety			
13. Economic Return			
14. Altruism			
15. Intellectual Stimulation			

The values you have indicated as - (minus), are potential conflicts between the values you have and those provided by the job(s) you have identified. Now, go back and circle those values that you feel are the ones you will need to do some changing.

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In Exercise IV-1 you listed the activities included in the Holland Self-Directed Search that were of interest to you. This list will give you an idea of the kinds of things you like to do and provide a basis for evaluating the activities included in the job(s) you have selected. In Exercise V-3 you identified the job requirements for each occupation, including the kinds of activities that a worker does on each job. To compare the requirements of a job with your own interests, write the activities (things the worker does) involved in a job in column one of Exercise VI-2. Next, rate each activity as like (L), undecided (U), or dislike (D), based on the activities you indicated you liked in the Holland Self-Directed Search (Exercise IV-1) and your feeling now about each activity.

Now you are ready to do the discrepancy analysis. In column 3, place a check (✓) for activities about you which are undecided and a double check (✓✓) for those you dislike. The checks represent some of the discrepancies that may exist between your interests and the job(s) you have selected. Other discrepancies that may exist are those things you would really like to do on a job that are not included in the job(s) you have selected. You may list these discrepancies in Exercise VI-3.

Once you have listed the discrepancies between your interests and the job(s) you have chosen, you are ready to resolve any conflicts that may exist. First, look over the list in Exercise

EXERCISE: VI-2.

Discrepancies between interests and job requirements.

Activities required on the job	Your rating of interest (L, U, D)	Discrepancies (✓ or ✓✓)

VI-2, with special attention to the tasks you dislike or about which you are undecided. Are you willing to tolerate these activities on the job for at least a short period of time? If you are, and if these activities represent only a minor portion of the job, X out the check marks. It is important to note that nearly all people who work find some of the activities they must perform to be uninteresting. They must, however, do these activities in order to perform the job which, as a whole, they like very much.

You may benefit from a review of the remaining check marks. They represent activities which you now dislike, and thus, the areas you will need to learn to at least tolerate. It is possible, since interests are learned, that you will learn to like to perform these activities. The first step in learning to like something is to decide that you are going to learn to like it. If you perform the job well and begin to enjoy the positive aspects and rewards of the job, it will become easier to like even those activities you have not liked in the past. Learning to like the tasks you have checked may be included in your intermediate term goals. Your intermediate goals may also include finding ways to do the activities that you really want to do that are not included in the job. Often, these can be done as part of a hobby in your leisure time.

EXERCISE: VI-3.

List of activities of interest not included in selected job.

ACTIVITIES

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

7. ____

8. ____

9. ____

10. ____

11. ____

12. ____

13. ____

14. ____

15.

Checking for personality conflict. The final aspect of you we are going to look at here is your personality. Personality includes all of the many faces you show to other people and those you have inside. In Unit IV you looked briefly at some personality factors related to work situations, using the Myers-Briggs Type Indicator. As you were told then, personality inventories are not designed to tell you everything about yourself, but to help you think about some aspects of you in relation to the type of career you may choose. The best any instrument, like the Myers-Briggs, can hope to do is to give you a starting point in thinking about some of your preferred ways of behaving. This process can lead to some insights which may be useful to you as you begin to plan your career.

In Unit IV you found some descriptions of what you are now and the effects of your indicated preferences in work situations. Let's compare the descriptions on those pages with the job requirements for each occupation you identified in Unit V. This activity will be similar to those you have just completed concerning values and interests. As you look at the requirements for each job, decide if your characteristics match what the job requires. For example, if your Myers-Briggs type formula indicates a preference for introversion over extraversion, you probably will not achieve maximum success in an occupation like sales, which would call for an outgoing type of person who really enjoys working with other people. Actually, there are two possibilities of what to do in such a situation. You could:

1) Consider only careers which match your personality, or,
2) Change your personality to match the career you have chosen.

You can choose either option. If you decide to change yourself, we will have some ideas later in this unit which may help you to do so. Whichever option you choose, just remember that you will probably be happiest and most successful when you and the job fit each other.

Let's look at the job(s) you have selected and see how well the preferences you indicated on the Myers-Briggs Type Indicator match what the jobs call for. Using Exercise VI-4, indicate which type of preference a person should have to be the most successful at that job. To do this, you may want to review the descriptions of the types in Unit IV. Once you have reviewed the types, you are ready to select which type you feel is better suited for the job. Considering the job requirements, decide which type you think would be more likely to feel at home in the occupation(s) you have selected. If you feel that either type is preferable, write "either".

In the second column of Exercise VI-4, write your own preferences from the Myers-Briggs type formula. When you have done that, you will be ready to do the discrepancy analysis. In the third column, place a check mark (✓) wherever there is a mismatch between the preference required by the job and your own preference.

EXERCISE: VI-4.

Discrepancy between personality preferences needed for the job and your personality type.

MYERS-BRIGGS TYPES	Preference Needed for the Job	Your Preference	Discrepancies (✓)
1) Introvert-Extravert			
2) Feeling-Thinking			
3) Intuitive-Sensing			
4) Perceptive-Judging			

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Self-concept hang-ups. As you learned in Unit IV, the concept you have of yourself as a person will effect the way you perform a job. A positive self-concept will assist you to do a good job, while the feeling that you won't be able to do well will distract from your performance of the job. The feeling that you will never be able to do the tasks required by a non-traditional occupation will certainly provide a barrier to learning and practicing the skills needed on the job. In Unit IV you also learned that a person may feel confident about his/her ability to perform certain tasks while feeling uncertain about other tasks. For example, a woman may feel good about her ability to manage her own home, but have little or no confidence in her ability to manage a business.

Thus, self-concept can be specific to the situation. In Unit IV you were provided with the opportunity to rate some adjectives giving you a general view of your self-concept. Now, let's get specific to the non-traditional job(s) you have selected.

To do this, write down the activities involved in the job(s) in the first column of Exercise VI-5. The second column is provided for you to rate how confident you are in your ability to learn to do each particular activity. The third column is to place a check mark (✓) in those areas where you need to improve your self-concept.

EXERCISE: VI-5.

Can you see yourself doing the activities involved in the job(s)? (Self-concept)

Activities of the job	How do you feel about learning to do the activity? 1 - 5 very good to very bad	Where is development of positive self-concept needed? (✓)

II. How much would I have to bend (change) my values, interests, and personality characteristics to be like those who hold jobs like the one(s) I have identified?

At this point, you have identified the values, interests, personality characteristics, and self-concepts you have which may conflict with the requirements of the non-traditional occupations. Thus, you have the information on the characteristics in you which may stand between you and an occupation you may decide to enter. The differences may be few or they may be many. Only you can evaluate how important these values, interests, and characteristics are to you and how important it is to you to enter the occupations you have selected. You may decide that the benefits of the job are not great enough to warrant making the necessary changes in yourself, or you may decide that getting that job is worth the effort of changing yourself to fit the job. Remember that working at a career which conflicts with your values, interests, or personality characteristics will most likely lead to conflict and stress. The end result will be that you may tend to be less happy and less successful than if you: 1) select a career which matches what you are; or, 2) change yourself to match a career you would like to enter. You are the only one who can determine how much difference you can tolerate between your values and the rewards provided by the job. Limiting your field of choice to careers which match what you are now can eliminate a lot of really good jobs, so the second option, changing yourself, is a good way to give yourself more career choices. If you choose to work on making some changes in yourself, the following activities will help you do so.

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III. How can I make the necessary changes in my values/behavior and where can I get help?

- -- How do I go about changing?
- -- How do I make a decision to change?
- -- Where can I go to get assistance to do this?

Often, entering a new job may cause conflicts. You may be experiencing conflicts between who you are, your values, and the job you have identified. Conflicts are normal and most people have to respond to them at some point in their lives. Many of the conflicts arise because people expect them to occur. So, what do you do now to avoid some conflicts between you and the requirements of the job(s) you have identified? First, it is important to become aware of those conflicts. Secondly, it is important to make a decision as to what is most important to you, in other words, set priorities. Thirdly, remember that you can change. And, lastly, if change is needed, make a decision to change and follow through, receiving assistance from others, if necessary.

What does the process of resolving conflicts involve? In the first part of this unit you saw that entering a chosen non-traditional occupation required some areas of your life to undergo change.

Now you may be asking, "How can I make changes in my behavior and where can I get help?"

Change requires hard work on your part. You might be thinking, "I've been this way for so long. I'll never be able to change." All this does is lead to self-defeating behavior. What you are really saying is, "I have decided to stay this way." Once you do this, you shut out your potential for growth. Instead, it would be much healthier to realize conflict in a particular area, consider the alternatives, ask yourself, "Is it worth it? Is it worth the risks involved?" Then make a decision.

Ask yourself, "Is it worth changing in order to pursue the non-traditional jobs I have identifed?" Write how you feel.

Earlier in this unit you have identified the behavior you would like to change, you can begin to make plans to change. This will involve a decision on your part -- a decision to change. In Unit I you saw what happened when a person decides "not to decide" usually the costs for such a decision are much greater than the rewards. However, change involves taking risks. But in any risk-taking situation you can always use the "What's the worst that can happen?" technique. After you have explored your fears, you can begin to set behavioral goals to act differently.

How will I change?____

The question, "How will I change?" may at first seem difficult to answer. But, remember, you can change. You can change by setting behavioral goals for yourself and by using techniques such as, "What is the worst that can happen?" Change requires hard work on your part; however, by merely wanting to change you've fought half of the battle. Now all changing requires is some goal setting and determination on your part.

Remember when you do what other people think you should do, you are letting others decide for you. When you do what you want to do you are deciding for yourself. By setting behavioral goals you can make plans to change; you can made a decision to change, in other words you can change! Let's see how this can work.

EXERCISE: VI-6.

Begin your plans to change by completing the following example.

Old Value/Behavior I have decided to change.	Can I Change it?	Behavioral Goals-What could I do to change my behavior?

IF NECESSARY,

What is the worst that can happen?	Can I accept it?	What is the realistic outcome?

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Now that you have identified the behavior you would like to change, you should continue to make plans to change. This will involve the same decision on your part--a decision to change.

There are many places in your community where you can turn for help in carrying out your decision, but the ultimate responsibility for running your life is yours alone. When you decide to change you gain the benefits. Perhaps you might decide to take assertiveness training or counseling in a certain area or join a support group. Your instructor will provide you with the list of resources available (see Appendix G) in your area. After reading this list, answer the following:

1. Will my behavior goals accomplish the desired change or do I need help in making the change?
2. Where can I go for this help?
3. When will I begin receiving this additional help?

IV. What skills do I need to learn and how will I get them?

-- What skills are required?

-- What skills do I have?

-- What skills do I need?

-- Where can I go to get these skills?

My skills development plan, or how do I get from, "I want to be a. . .," to "I am a. . ."

Women who want to enter a non-traditional occupation need to answer the questions: "How do I get there?", and, "How do people get from 'I want' to 'I am'?" One very important part of obtaining a non-traditional job is having the skills necessary to do the job. You may shy away thinking you could not possibly possess the skills necessary to do a non-traditional job. This will effect your ability to acquire the skills you need; that is, if you think you won't be able to have the skills, chances are you won't be able to.

The belief that an individual possesses certain skills may lead to an illusion of control in certain chance situations. That is, even though the individual may not have the necessary skills, if they believe they possess the required skills they can perform the necessary tasks. Likewise, the belief that one does not possess the necessary skills for a particular task may lead to an illusion of incompetence-- they think they can't perform the task. If you think you don't have the necessary skills, then you won't be able to perform the task even if you have the skills. A woman faced with a new task may erroneously conclude that she does not have the necessary skills after a superficial analysis of what the task entails. But, this is usually not the case. Each person possesses certain skills or abilities. Many times people are unaware of skills they do have. Here's an example.

Sue is considering working at United Parcel Service (UPS). She knows that UPS has been recruiting women. The job hours are ideal for arriving home before her children come home from school. The pay is excellent; and, the job would require the physical exercise she wants. However, Sue is afraid that she would not be able to lift all of the boxes at UPS, but, in fact, Sue would not have a problem lifting the boxes as none weigh over fifty pounds. She would also have the use of a dolly to help her move the boxes from one place to another. Sue has the necessary education for the job. She can also drive a manual shift automobile, which is another skill required by the job. But, Sue is not readily familiar with the layout of the city in which she lives. UPS, however, trains their drivers for a two-week period familiarizing them with city design and routes.

Look at the skills that may be required for a different non-traditional occupation. Betty has decided that she wants to become an auto mechanic. She feels that she would enjoy working on cars. She has a basic knowledge of auto mechanics, as she worked on cars with her brothers when she was a girl. Later, after Betty's divorce, she made repairs on her own car. Occasionally, she found herself tinkering with her car simply because she enjoyed it. Betty knows that before she can make a career out of auto mechanics she would need further training. The vocational school near Betty offers a two-year training course in auto mechanics that Betty thinks would be ideal for her.

When thinking about the non-traditional occupation you have chosen, there are many questions you need to ask yourself:

1. What are the necessary skills?
2. What skills do I now possess?
3. What skills do I need?
4. What are the educational training requirements?

Let's see how this works for Betty--what are the necessary skills?

1. General knowledge of auto mechanics.
2. Ability to judge shapes and distances.
3. Ability to work with hands.
4. Good hand-eye coordination.
5. Basic knowledge of how a car operates.
6. Knowledge of individual parts and how they operate.
7. Technical skill of repairing cars.

What skills does Betty need?

1. More knowledge of individual parts and how they operate.

2. More general knowledge of auto mechanics.

3. More technical skill in repairing cars.

Let's see where you are. Use the job profiles you filled out in Unit V as a homework exercise, and complete the following job profile.

EXERCISE: VI-7.

My skill needs profile for the job of _______________________.

Skills required on the job	Skills I now have	Skills I will need to learn	Where I will learn the skills

V. When will I do what?

If you want something to happen or change, you need to plan. You need to ask yourself, "When will I do what? How will I get from 'I want' to 'I am'?" You can begin by setting goals.

If you have set realistic goals for yourself, then getting from "I want" to "I am" becomes much easier. Betty's long-range goal is to become an auto mechanic. She knows that even though this goal will not be met for a few years, she can still reach her goal. How can Betty be this confident? Betty uses short-term goals to help her meet her long-range goals. If Betty did not set up short-term goals she might be tempted to give up saying, "I'll never make it." Instead, she has set up a time table of short-term goals that she knows she can reach. We all know that we cannot walk up a flight of steps by stepping from the bottom steps to the top without stepping the steps between. Instead, we start at the bottom taking one step at a time, and in this manner, easily reach the top step. Setting up a time table of short-term goals can help us deal with our long-range goals in much the same manner short-term goals serve as "step-makers" to measure progress.

They have two functions:

1. How to get there?
2. Am I making progress?

In this way they can be used to help reach long term goals. Look at Betty's time table for becoming an auto mechanic.

BETTY'S TIME TABLE

GOAL	TIME ACCOMPLISHED
1. Make an application for training program.	September 15, 1978
2. Take assertive training.	October 1-15, 1978
3. Enter auto mechanics training program.	January 4, 1979
4. Complete first semester training program.	May 27, 1979
5. Get part-time job in garage.	May, 1979
6. Complete first year of training program.	December, 1979

As you can see from her time table, Betty will continue taking one step at a time until she reaches her goal of completing the two-year training program. Now, you need to make your own "plan of action". Note that there is a separate page for each of the four areas we have examined, (Values, interests, personality, and self-concepts).

EXERCISE: VI-8.

List your personal goals in the area of your values and the time you will accomplish them.

GOAL	TIME ACCOMPLISHED

EXERCISE: VI-10. (Continued.)

List your personal goals in the area of your interests and the time you will accomplish them.

GOAL	TIME ACCOMPLISHED

EXERCISE: VI-10. (Continued.)

List your personal goals in the area of your personality and the time you will accomplish them.

GOALS	TIME ACCOMPLISHED

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EXERCISE: VI-10. (Continued.)

List your personal goals in the area of your self-concepts and the time you will accomplish them.

GOAL	TIME ACCOMPLISHED

Group Avtivity - Bring your "goals" to the group. Share what goals you want to reach and when you will accomplish them.

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UNIT VII

UNIT VII

Outline

Coping With Job Acquisition and Entry.

OBJECTIVE: The participants will develop a plan for job entry. The skills that they will need for job entry will be identified as will the source of obtaining the skills.

I. What's so hard about getting a non-traditional job?

Do I know how to get a traditional job?

What more do I need to know to get a non-traditional job?

Ten steps to job acquisition

Finding employers

Completing an application form

Writing a resume

Interviewing for the job

II. How do I deal with the "hard times" the men employed on the job give me when I enter a non-traditional job?

Some personal experiences

III. How can I tell the differences between the hassles that the men on the job give me because I am a women, and the hassles they would give any new employee?

I. Coping with job acquisition/entry.

What's so hard about getting a non-traditional job?

In order to become employed, nearly everyone has to go through the process of looking for a job, including making application, having a job interview, and waiting to get a "yes" from an employer. This process may be a short one or a long one, it may be simple or complicated, but almost any person who gets any job must go through the job hunting process in one form or another. In order to be successful at job acquisition and get the kind of job you want, there are certain job entry skills you will need to learn. The purpose of this unit is to help you identify the skills you will need to find a job and any additional skills you may need in order to find a non-traditional job. Once you have identified the needed skills, you can learn where to get them and formulate a plan for being successful at getting a non-traditional job.

Do I know how to get a traditional job? And, what more do I need to know to get a non-traditional job?

The process of finding and getting hired for a job involves a number of detailed steps, each of which you will have the opportunity to become aware of in this unit. The process may be divided into ten steps, each of which is an important part of finding a job.

The steps are these:

1) decide what kind of job you want
2) learn what the job requires
3) get qualified for the job
4) find prospective employers and/or job openings
5) apply for the job
6) submit a resume (if required)
7) interview for the job
8) send a follow-up letter (if appropriate)
9) wait to hear from the employer
10) begin the job

Each of the steps is an important part of the process, and if any step is omitted, the whole process may fail. You will see that there are some differences in this process when you decide to apply for a non-traditional job. These differences will be discussed as they come up.

EXERCISE: VII-1.

Looking at the ten steps in finding a job as listed above, rate your feelings about your capability to deal with each of the steps at this point in time. Use the following chart, and use H for High, M for Medium, and L for Low capability.

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EXERCISE: VII-1. (Continued.)

STEP	CAPABILITY RATING (H, M, or L)
1. Decide what job.	______
2. Learn requirements	______
3. Get qualified.	______
4. Find employer/job.	______
5. Apply.	______
6. Resume	______
7. Interview.	______
8. Follow-up letter	______
9. Wait	______
10. Begin job.	______

Now place an X to the left of any step for which you rated your capability as low (L). These are the steps to which you will need to give special attention in this unit and also find some resources to improve your capability.

Let's look more closely at each of the steps. The first three, deciding what kind of job you want, learning about the requirements, and discovering how to get the skills, you have already done some work on in this workshop. You have seen that there are some important differences between deciding to enter a traditional occupation, and deciding to enter a non-traditional one. There are many barriers both in society and in your own mind to entering a job usually done by men. Possibly by this time you have discovered some ways to overcome some of the barriers you have identified yourself. Then, in Unit V you have learned how and where to find out the requirements for any particular job.

In Unit VI you began to learn where and how you can get yourself qualified to enter the type of occupation you want. Now you are ready for the big step of beginning to track down prospective employers and job openings.

How do you go about finding specific job openings and employers who have need for people who do the kinds of jobs you will be qualified for? One surprising and important fact for you to know is this: It is estimated that 80% of all jobs are obtained through the grapevine. This means that most jobs are gotten through word of mouth, and not through all the formal job-finding networks that exist. This informal information source is sometimes referred to as the "hidden job market," as it is not published or written down anywhere. What this means to you is that you can best tap this large hidden job market, not by applying to employment agencies, but by simply telling everyone you know -- friends, relatives, neighbors -- that you in the market for a specific type of job. By doing this you can get leads from many sources. You may also have an advantage in that quite often people working within an organization hear about job openings before the openings are ever announced publicly.

There are many sources for finding employers who have need for your skills, and specific job openings in your career field. In Exercise VII-2, write down all the sources you think you might possibly use to find employers and jobs.

EXCERCISE: VII-2.

Find sources for employers and job openings in your field.

A. Where to find employers:

1.____________________ 2.____________________
3.____________________ 4.____________________
5.____________________ 6.____________________
7.____________________ 8.____________________
9.____________________ 10.____________________

B. Where to fine job openings:

1.____________________ 2.____________________
3.____________________ 4.____________________
5.____________________ 6.____________________
7.____________________ 8.____________________
9.____________________ 10.____________________

After you have written down all the possible sources you can think of, break into small groups and share your ideas. Add any new ideas to your list. Then have a spokesperson report to the larger group so that everyone may have the benefit of all the ideas.

In searching for employers and job openings, you may expect to encounter some special difficulties because you are looking for a non-traditional job. As we have noted before, many people expect women to apply for jobs as secretaries, teachers, and nurses. They may not consider the possibility that you want to be a bricklayer. So, in your dealings with employment agencies, employers, and personnel offices, you will need to be very specific about the kind of job you are looking for. You will also need to be prepared to stress your qualifications and deal with any flak you may encounter. It is a fact of life that some employers may feel that you should be at home taking care of your babies (even though they are grown and away from home) instead of out working on a construction crew. It is also a fact of life that you will probably have to try harder than a man would to get a job that has been traditionally done by males. These realities need not keep you from doing what you want to do. Remember, once you are qualified to do a job, there is an employer somewhere who is going to hire you. But you have to go and find that employer. He/she is not likely to come looking for you!!

Once you have found a prospective employer and/or job opening, you need to let the employer know you would like to have the job! Step five involves applying for the job, once you have found it. This step usually involves going to the place of business and completing an application form. These forms will vary from one employer to another, but basically the application form is your chance to say, "I am applying for this particular job, and these are the qualifications that I have . . . ." It is a good idea to look over the form as soon as you get it and ask any necessary questions. You may want to get more than one copy of the form so you can make corrections and still submit an application that is neat and free of erasures or crossed-out words. Be sure to ask if there is a deadline for applying for the job. Many jobs have been missed by one day because of late application.

In completing the form be complete, positive, brief, and neat. Be aware of any offensive or illegal questions. According to law, an employer cannot consider your age, sex, marital status, number of children, race, or religion in evaluating you for a job; but, he/she may be influenced by these items if they appear on the application form. With regard to questions of this sort, you have several options. You may:

1. Answer them
2. Leave them blank
3. State on the form that you find the questions offensive and refuse to answer them.

You will want, however, to be aware of the consequences of your actions. An employer may disqualify you for the job because of your refusal to answer certain questions. If you feel you have a grievance against an interviewer or employer, you may contact the State Attorney General's office, Human Rights Commission, or Commission on the Status of Women. Generally speaking, an employer cannot consider such questions as sex, age, et cetera, unless he can prove that it relates to a bona fide occupational qualification. For example, an employer does not have to hire a woman to play a male character in a play; but, he/she cannot refuse to hire her for an engineer's job just because the company has always hired men as engineers. A list of the major federal legislation governing employment-related discrimination may be found at the end of this unit.

EXERCISE: VII-3.

Look over this sample application form that follows, and mark with and "X" any item you would not know how to answer, and circle any items you feel may be objectionable to you or illegal. If you feel you need to learn more about filling out an application form, where could you go for help?

____

____

____

____

____

APPLICATION FOR EMPLOYMENT

Please Print Name Only

PERSONAL

Type of work applied for:		Date available		Salary expected
Last Name	First Name	Middle Name	Maiden Name	Date
Street Address		City, State, and Zip Code		
Date of Birth		No. of Exemptions		Telephone No.
Social Security No.		Height	Weight	

CHECK THE APPLICABLE BOX

YES NO

☐ ☐ If employed, can you submit a birth certificate or other proof of United States citizenship?

☐ ☐ Are you willing to take a physical examination at our expense?

☐ ☐ Have you been hospitalized or under doctor's care in the last five years? If yes, explain____________________

☐ ☐ Do you have any physical limitations? If so, list:____________________

☐ ☐ If you are an alien applying for permanent employment, do you have an Alien Registration Receipt Card, form I-151?

Notify in emergency	Address	Telephone No.

U.S. MILITARY

PAST	Branch of service	Length of service From: To:	Discharge Type	Serial (Service) No.
PRESENT	Selective Service Classification	Local board number and address		Disabled Veteran? ☐ Yes ☐ No

Member of National Guard ☐ Yes ☐ No Member of Reserve Unit ☐ Yes ☐ No Ready ☐ Standby ☐ Unit to which attached and address.

SECURITY

☐ Yes ☐ No Have you ever been granted a security clearance? If yes, by what company or Government agency?

____________________ When?____________________

Level of clearance? ☐ Confidential ☐ Secret ☐ Top Secret

☐ Yes ☐ No Have you ever been denied a security clearance? If yes, explain____________________

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EDUCATION AND TRAINING

Education	Location of School	Major Subjects Degrees	No. of Years Attended	Did you Graduate	Date of Leaving	Grade Point Average Points/Out of
High School						/
College						/
College						/
Other						/

OTHER TRAINING Apprenticeship, Industrial, Technical Institutes, etc.	

What office machines can you operate?____________________

Can you type? ☐ Yes ☐ No ________Word/min. Can you take dictation? ☐ Yes ☐ No ________Word/min

REFERENCES

If a recent college graduate, please include faculty members as references, otherwise list any except previous employers or relatives.

Name	Address	Business

EXPERIENCE

Present or Last Employer	Your Position	Salary	Date Started	Left
Address	Your Duties	Reason for Leaving		
Name and Title of Supervisor				

May we contact this employer ? ☐ Yes ☐ No

Next Previous Employer	Your Position	Salary	Date Started	Left
Address	Your Duties	Reason for Leaving		
Name and Title of Supervisor				
Next Previous Employer	Your Position	Salary	Date Started	Left
Address	Your Duties	Reason for Leaving		
Name and Title of Supervisor				

SIGNATURE

I certify that the statements made by me herein, and other information given by me are true, complete and correct and are made in good faith, and understand that any misstatement or omission may be the basis for dismissal.

Date ______________ Signature ____________________

COMMENTS

PLEASE DO NOT WRITE BELOW THIS LINE

HIRING

Date Starting Work	Starting Rate
Job Code	Clock Number
Job Title	

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Submitting a resume, Step 6, is something you will want to do along with returning your completed application form. A resume is your opportunity to tell the employer those facts you want him/her to know about you. Basically, your resume should tell three things about you:

1. Your experience and education
2. Your career objective
3. Where you can be reached

Employers often use resumes as a screening device. They do not have time to interview all applicants for a job, so they select a few to interview, based on the information in the applicants' resume. For this reason, it is important that you give some care to what you include in your resume.

You should check out the hiring practice that is common for the job you are seeking. Some employers do not want a resume. They want to hear from you what you can do. Thus, you will need to write out a resume and go over it carefully so that you can relate your experience and skills.

This unit is not intended to be a resume-writing clinic. You may learn some basic points here, then you can attend a more detailed class on your own if you feel it is necessary.

In applying for a non-traditional job, you will want to be sure your resume stresses your qualifications for the job. Do not hesitate to include unpaid experience in your resume. As a woman, you may find you have to try a little harder to show the employer you are qualified. It is also a good idea to include a brief letter of application with your resume. This letter tells the employer what specific job you are applying for, calls attention to some points in your resume, and stresses what you can do for the employer. A good letter of application or carefully worded phone calls can help you get an interview with the employer. As with a resume, a letter of application may or may not be needed. But you will need to introduce yourself to the prospective employers and tell him/her that you want to apply for the job. Hence, it is a good idea to write out what you want to convey to the employer before making the contact in person or by phone.

EXERCISE: VII-4.

Look at the sample resume that follows on the next page and decide if it contains the items mentioned previously.

RESUME
OF

Coleen Thurston

Address:
2131 Live Oak Drive
Jacksonville, Florida 32216

Phone:
(904)-282-3875

OBJECTIVE: Sales management position in a large department store, particularly in the appliance section.

EXPERIENCE:

1970-78 May Cohens, Salesperson

Worked in a variety of departments including: Ladies ready-to-wear, bed and bath shop, small appliances. Provided information on products, worked with large, computerized cash register system, work under stress during such periods as Christmas season.

1960-70 Homemaker

Managed household and raised two children. Kept household accounts, bought major appliances and paid monthly expenses, serviced and repaired minor appliance breakdowns.

1957-60 Avis Rent-A-Car, Rental Representative

Car rental representative office in Jacksonville International Airport. Responsible for taking car reservations for airline passengers, providing clear information about available models and complex rate systems, solving crisis situations if a rental car broke down or the client found the car unsuitable.

EDUCATION:

EDUCATION:	1955	Ed White High School, Graduate
	1971	May Cohens Salesmanship Training Seminar
	1974	May Cohens, "Body-Language: How to Improve your Non-Verbal Communication"
	1975	Florida Junior College, one year

References Available on Request

All of your efforts up to this point should have been directed toward Step 7, interviewing for the job. The interviewer is usually your first personal meeting with the employer or his/her representative, and this step is one of the most important ones. The interviewer will look for you to display some knowledge of the company and the job, as well as to discuss why you feel you can do the job. As a woman interviewing for a traditionally male job, you will want to be particularly knowledgeable about the employer, the company, and the job for which you are applying. If the interviewer is not used to considering women for the job, he/she may have some doubts as to whether you can do the job. The doubts may be real or imagined, but it will be up to you to deal with them. Before you can convince the interviewer that you can do the job, you need to believe it yourself!

Once you have finished the interview you will add points in your favor by sending a follow-up letter to the person who interviewed you, covering these points:

1. Thank the interviewer
2. Express continued interest in the job
3. Summarize your qualifications

Then comes Step 9, the hard part: waiting to hear from the employer. During the interview you can find out when a decision on the applicants will be made. Then, if you don't hear from the employer by that time, you may want to call and ask if a decision has been made. Then you will be ready to either continue your job search or begin Step 10, starting out on the job. We will deal with Step 10 in the following sections of this unit.

What we have done is look very briefly at the steps that are involved in finding and acquiring a job. You have seen that some extra effort is needed to find and acquire a non-traditional job. Early in this workshop we talked about the rewards and costs of entering a non-traditional job. This extra effort you will need to put you into the job hunt is one of the costs. You will probably find it is to your advantage to remind yourself of the rewards all the way through this process. Keep your final goal in mind at all times.

Our objective here has been not to give you all the skills you will need to find a non-traditional job, but to help you develop a plan for acquiring these skills. Now that you know what skills are necessary and what steps you will need to take, you may plan where and when you can get the skills. Exercise VII-5 will help you to develop those plans. This exercise will take some time, and you will need to discover some resources on your own, so plan to complete Exercise VII-5 between now and your next workshop session. Remember that this is an important step in getting from where you are to where you want to be!

EXERCISE: VII-5.

Make your plan for your acquisition.

The job I want: ____________________

The job requires: ____________________

____

____

____

I can get the skills I need:

Name of organization: ____________________

Address: ____________________

Person to contact: ____________________

Phone Number: ____________________

I will begin training on (date): ____________________

Name of organization: ____________________

Address: ____________________

Person to contact: ____________________

Phone Number: ____________________

I will begin training on (date): ____________________

EXERCISE: VII-5. (Continued.)

Some employers who have need for my skills:

Name of Company: ______________________________

Address: ______________________________

____

Phone Number: ______________________________

Name of Company: ______________________________

Address: ______________________________

____

Phone Number: ______________________________

Name of Company: ______________________________

Address: ______________________________

____

Phone Number: ______________________________

Name of Company: ______________________________

Address: ______________________________

____

Phone Number: ______________________________

EXERCISE: VII-5. (Continued.)

If I need help, I can contact:

FOR APPLICATION FORMS

Name of Organization: ____________________

Address: ____________________

Person to Contact: ____________________

Phone Number: ____________________

FOR RESUME WRITING SKILLS

Name of Organization: ____________________

Address: ____________________

Person to Contact: ____________________

Phone Number: ____________________

FOR INTERVIEWING SKILLS

Name of Organization: ____________________

Address: ____________________

Person to Contact: ____________________

Phone Number: ____________________

FOR LETTER WRITING SKILLS

Name of Organization: ____________________

Address: ____________________

Person to Contact: ____________________

Phone Number: ____________________

When you have completed Exercise VII-5, you will have found for yourself the resources you need to find and acquire the kind of job you want. To be successful at getting a non-traditional job, you will probably need to give special care to each of the 10 steps you have learned. Like it or not, you may find you need to try harder than a man would to get the same job. Just remember that the best "man" for the job may very well be you. You may just have to try a little bit harder to show the employer that you are the best qualified.

Video Film: "Women in Non-Traditional Jobs: Panel Discussion."

II. How do I deal with the "hard times" the men employed in the job give me when I enter a non-traditional job?

In many new situations there are "hard times". Perhaps you have had the experience of moving into a new community. At first things were difficult. Certain social groups were already established of which you weren't a part. You probably felt a little out of place or insecure, but gradually you were accepted. You may have had to prove yourself, but you did make friends. You may still feel grateful to those people who wanted to accept you immediately. There were probably a few people who didn't want to have anything to do with you, but your new friends helped you get through that difficult period. Finally, you adjusted.

Dealing with the "hard times" that men on the job give you can be thought of in the same way as moving into a new community. The men on the job will probably give you some "hard times". Men have characteristically hassled other new men on the job. In construction new workers are sent after "sky hooks" or "left handed monkey-wrenches". As a woman, you can expect to receive some of the same hassling. You will be treated in much the same manner as any new employee--male or female! If you are able to cope with this initiation process, it will pass quickly. But, if you have difficulty, it may last a long time. It isn't any fun to tease someone who doesn't react to the teasing.

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Men starting a new job often lack confidence just as women beginning a new job. New workers do not know how to perform all the necessary tasks, and they cannot realistically expect themselves to. As a woman you may not have the background or experience that many men starting the same job do; making adjustment to the job even more difficult. It is hard enough to learn all the required tasks of a new job, and hassling only offers added pressure. What can you do? How can you survive these times? Perhaps if we look at people who have succeeded we might find some good advice. Recall the tape you listened to and recall how these women handled the hard times.

Dee. Sears Appliance Repair Person.

"The boss that put me in this job said you're so stubborn that just when the going got rough you'd dig in harder and try a little bit harder, and I think that's what it takes."

Alice. Printing Press Operator.

"Have a good sense of humor, and don't take everything too seriously. And, enjoy it, teasing can be enjoyable as long as you just don't get too upset."

Ann. Life Insurance Agent.

"Just decide you're going to stick to it and stick to it. Just before you enter into it, decide that's what you're going to do, and give yourself a certain period of time, be it a year, be it two years, not just for a couple of months."

Doreen. Service Station Owner.

"The first thing you have to do is get the confidence in yourself. Prove to yourself that you can do it and after that just do the job right and don't let any crack that someone might make bother you. Just overlook it and go ahead and do the job anyway."

Each of these women have successfully gotten through those "hard times" and if you think about it there advice really makes sense. "You have to have confidence in yourself." As you know one way of having confidence is of course having the skills necessary to do the job. Secondly, "set up a period of time that you're going to stick with the job." Don't give up after the first wise crack. Thirdly, "don't let what people say or do bother you; ignore it and go ahead and do the job anyway." Fourthly, "when things get really tough, dig in harder." As the old saying goes, "When the going gets tough, the tough get going!" And lastly, "Have a good sense of humor, teasing can be enjoyable."

III. How can I tell the differences between the hassles that the men on the job give me because I am a woman, and the hassles they would give any new employee?

It is often difficult to distinguish between hassles that men give you because you're a woman, and hassles they give any new employee. Sue was training to be a restaurant manager. During her training she had to learn the proper clean-up procedures. Finally, after a long hard night, Sue's male supervisors told her to mop the walk-in freezer. She struggled with the mopping until she realized that she could not mop the freezer as the mop would stick to the floor. She turned around and discovered both of the male supervisors laughing uncontrollably at her. Sue was very angry. She felt that they did this to her just because she was a woman. However, through talking to the men, she found that they do this to all new kitchen employees. In an odd sort of way it was their way of welcoming new employees to the crew.

Through Sue's example you can see it is important for you to distinguish between the hassles that men give any new employee -- male or female -- and the hassles they give you because you're a woman.

Hassles that men give you because you're a woman are usually more overt. It is usually not difficult to determine the difference between good natured kidding and nasty remarks.

Remarks like, "Oh, you can't use this tool, you're a woman," may be remarks that men make to you simply because you are a woman. At first it's true, you may not know how to use the tool. It's not because you're a woman that you can't use the tool, but because you have not had the experience necessary for using this tool. Gradually, as Dee, the appliance repair person did, you can learn that a certain tool is designed to do a certain job. This comes with experience and has nothing to do with "being a woman". Overcoming the disadvantage that society has provided by not expecting females to work with tools, may take a little time. As long as you remember that it is the society that provided this disadvantage rather than your abilities, you can make it.

When men hold the belief that a woman cannot do a certain job, however erroneous it may be, you can change their minds. Sometimes you have to prove yourself and this takes confidence in yourself and experience on the job. In Dee's case (the appliance repair person) the person who really believed women didn't belong there, is now her biggest supporter. Sometimes remarks like, "Oh, you can't use this tool, you're a woman," are made by men who hassle women because of their own insecurities. There are always those few who need to build up their own ego at the expense of others. In this instance, men are not hassling you because you're a woman, but because they are insecure. Their insecurity is their problem, not yours!!

Probably the best way to deal with "hassles" is having confidence in yourself, believing in yourself, believing that you can do the job, and sticking with it. Confidence also comes with experience on the job. You have seen and heard how other women on the job handled their hassles. You've seen the confidence that these women have in themselves, now write your own story.

EXERCISE: VII- 6.

Think about the job that you have identified. How will you deal with the hard times the men employed on the job give you.

Group Activity: Have everyone bring their exercises to the group and share them with everyone.

MAJOR FEDERAL LAWS PROHIBITING DISCRIMINATION IN EMPLOYMENT

EQUAL PAY ACT: Prohibits sex discrimination in salaries and fringe benefits. A man and a woman working at the same kind of job on the same site, for the same employer must be paid equally. Covers all workers. Applies to all public and private employers. Enforced by the Wage and Hour Division, U. S. Department of Labor.

TITLE VII OF CIVIL RIGHTS ACT OF 1944: Prohibits discrimination in employment for reasons of sex, race, age, color, religion, or national origin. Includes recruitment, training, promotion, and fringe benefit programs. Applies to all private companies, state and local governments, labor organizations, joint labor management apprenticeship programs, and educational institutions with 15 or more employees. Enforced by the Equal Employement Opportunity Commission (EEOC).

AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967: Prohibits discrimination against workers, aged 40 to 65. Includes hiring, discharge, leave, compensation, promotions, and other areas of employment. Applies to all public employers and private employers with twenty or more employees. Enforced by the Wage and Hour Division, U. S. Department of Labor.

EXECUTIVE ORDER 11246: (As amended by EXECUTIVE ORDER 11375): Prohibits discrimination on the basis of sex, race, age. Includes recruitment as well as treatment of current employees. Applies to any employer with a federal contract of $10,000 or more, and any subcontractors of such an employer. Enforced by the Office of Federal Contract Compliance Programs, U. S. Department of Labor.

TITLE V OF THE REHABILITATION ACT OF 1973: Prohibits discrimination on the basis of a physical or mental handicap. Includes hiring decisions. Applies to any employer with a federal contract or subcontract in excess of $2,500 (Section 503); any recipients of federal financial assistance under any program or activity (Section 504); Executive Branch of federal government (Section 501). Enforced by U. S. Department of Labor (Section 503); Specific federal agency providing grants (Section 504); Civil Service Commission (Section 501).

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References

Thomas, S. *Career choice planning: A resource manual*. Tallahassee: The Florida State University, Resource Center for Women's Programs, May 1978.

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UNIT VIII

UNIT VIII

Outline

Coping on the Job (or How Will I Survive Now That I Have Made it This Far?)

I. What special skills will I need to work with my fellow workers and my boss?

Effective communication skills

Good work habits

Assertiveness

II. What techniques work for putting down sex-biased men?

More assertiveness

Assuming responsibility

III. How can I keep from getting too upset to function? (Dealing with stress on the job)

Taking inventory

Suggestions for dealing with stress

IV. Support Services and Legal Services

V. My plans for learning to cope on the job

Checklist of appropriate skills

Evaluation of checklist

I. What special skills will I need to work with my fellow workers and my boss?

The special skills that I will need to work with fellow workers are those that one would need to be effective in any job. However, societal influences have forced women into a "second-class" citizenship. If a woman wishes to be treated as an equal, she must prove herself. In most cases she must work harder in a non-traditional job because of past misconceptions of the role of women. Some past misconceptions are that the woman's place is in the home, caring for her husband and children, or that she should be employed as a secretary, teacher, salesperson, or other jobs related to feminine qualities. The right for women to enter careers usually held by men will not be apparent to many (if not most) men in these jobs. In order to change the attitudes of these men, and thus, get the outcome she desires, such as higher pay, a chance to be creative, or job satisfaction, she will need to show them that she can do the job.

In assuming any non-traditional occupation, women must realize these facts and may even have to take on a new slogan, "we try harder." Perhaps it may appear "unfair" to have to prove oneself to such a great extent. However, women's entry into the non-traditional or "man's world" is threatening to the men on the job which naturally leads to some reluctance to moving over to make room for a new group of competitors.

You are another competitor; you are also a pioneer in the world of work. Many other women would like to have ideas like yours, if they thought they dared. If you enter a non-traditional job, men on these jobs will feel the demand to perform at a higher level. Male supervisors on a job are likely to set standards higher for you than the males on the same job.

In most cases you will find the following to be true:

1. Your image is one related to the traditional role of women.
2. You have entered "forbidden territory" when you chose to enter a non-traditional job.
3. You will have to work harder to prove yourself.
4. You can cope with these situations if you try.

With acceptance will come the realization that the acquisition of special skills is possible for better coping techniques. The special skills that you will need to work with fellow workers and your boss are effective communication skills, good work habits, and assertiveness. But remember: 'we try harder," in all of these areas.

Communication skills are important in all jobs. Communication skills are effective when you relate to your workers, learn the language of the job, forget your prejudices, and learn to adapt to different personalities.

Learning the jargon of the job is the first step in building more effective communication skills in a non-traditional job. In communicating with workers in your field, you must understand them; they must understand you. Are you familiar with the special language of the job? Would you be able to understand the jargon so that you can follow directions and get the job done?

If you don't understand, it is best to ask. Make yourself familiar with the language. If slang is used on the job to describe something, know what each term means. It is also a good idea to use these terms on the job if they communicate better than those that would reflect the use of the "correct" terms.

Every job, for that matter, any activity has a language of its own. Think of a game of baseball. Some of the words that you hear are home run, error, ball, strike, mound, R.B.I., dugout, and bullpen.

Suppose you have always wanted to start your own little business of wallpaper contracting. You like the idea of improving the appearance of homes. To think that you could enter a home, put up the wallpaper, and stand back and admire a job well done. Think of the satisfaction gained from being creative. Plus, the money is good, and you can usually arrange your own hours.

Here is the sample of on-the-job jargon for the wallpaper hanger:

prepasted
washable
overlap
putty knife
plumb line
butting
sizing
vinyl
molding
baseboard
plaster
chalk-line
grass cloth
foil
vinyl paste
woven black vinyl
seam roller
diagonal cut
embossed design
cellulose paste

How can you learn the jargon of the job?

1. Talking to the people that hold the job.
2. Taking part in training programs.
3. Visiting different centers that sell the products that go into the occupation.

EXERCISE: VIII-1.

List as many "jargon" terms as you know for the job in which you are interested. After you have completed this exercise, list how you will learn jargon you don't know.

	JARGON TERM	HOW I WILL LEARN IT
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

The second step in building more effective communication skills is by forgetting your prejudices on the job. Don't let them get in the way of success on the job. If prejudices creep in, they may cause ill feelings, hostility, and much discomfort. Remember that you will be evaluated more critically in a non-traditional job, and if you show any prejudices it will give your co-workers a negative feeling about you. This you will want to avoid.

The third step in building more effective communication is in learning to adapt to different personalities on the job. Each job may employ different types of people, coming from different backgrounds and having different opinions and ideas about things. Part of communicating with people means seeing these differences, accepting them, and perhaps even "bending" a little in order not to block the roads of communication.

The fourth step in building more effective communication skills is making people around you feel more comfortable. Non-traditional jobs are usually filled with traditional men. You will be exposed to many situations that you may have trouble coping with. Let's look at the following example.

When you go to a party, do you usually join a group of women? You may have noticed that if you join the "men's group" the conversation suddenly changes. You will find that this will happen when you first start on the job. You can encourage the men to continue their conversations and feel comfortable when you are around by the things you say and do.

EXERCISE: VIII-2.

What are some of the things you can say or do to make the men around you refrain from usual shop-talk?

Name five.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

What are some things you could say or do to make these same men feel they can continue their shop-talk when you are around?

Name five.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Making people around you feel comfortable will help you build better communication skills. If people are comfortable with you, their conversations will include you and will become part of the group.

EXERCISE: VIII-3.

Select one of the four communication skills listed below and list how you would use this skill to build communication on the job. Form small groups of four and discuss how the skill that you chose would build communication on the job.

1. Learning the jargon of the job
2. Forgetting your prejudices
3. Learning to adapt to different personalities on the job
4. Making people around you feel more comfortable

Having discussed better communication skills for coping on the job, the non-traditional worker must also develop better than "good" work habits.

GOOD WORK HABITS

Good work habits lead to both self-respect from others and respect helps you in coping on the job. It gives you a feeling of acceptance and self-worth. However, getting respect means hard work. It means punctuality, enthusiasm, responsiblity, and conscientiousness.

To develop good work habits, practice the following rules:

1. Punctuality: You are being paid for a job, so be there! Once you are there remember why you are there--to work! Because you have the job, that doesn't mean that you stop looking for work. Ask your

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supervisor what needs to be done. Keep yourself actively involved in finding these jobs and getting them done.

2. **Enthusiasm:** Once you get to work, be enthusiastic. You should be happy that you have the job that you went through so much to get where you are. Show your enthusiasm by showing interest on the job. Ask questions, listen for directions, and be eager to learn.

3. **Responsibility:** Once you have been given a task, assume the responsibility of completing that task to the best of your ability. If you can show your supervisor that you are reliable, conscientious, and responsible for your work, you are building your reputation as being a "good worker."

So far we have talked about two skills we will need to cope on the job. We need to communicate effectively and we need to gain respect by building good work habits. The third skill, assertiveness, can help us communicate and also help us gain respect.

What is assertiveness? Non-assertiveness? Aggressiveness? What is the difference between each? Which are you?

EXERCISE: VIII-4.

Try this exercise to determine your knowledge of the difference between each. Write the letter:

A for ASSERTIVE

n for NON-ASSERTIVE, or

a for AGGRESSIVE

in front of each of the following situations.

_____1. At work, a male co-worker continually asks you to repair small appliances he doesn't want to fool with. He has just brought you another toaster; feeling fed up and angry, you shout, "Why don't you fix it yourself!!"

_____2. Your friend wants you to try a new restaurant in town. The menu offers very few selections and the prices are quite high. You respond by saying, "Looks good, but I'm sorry, I just can't afford those prices for lunch."

_____3. You are shopping at the market. It is quite crowded and two people who have come in after you have managed to get served. You are waiting patiently hoping the salesperson will approach you next.

_____4. You are in a car pool for bringing children to school. Another mother has made an excuse three times in a row for not being able to take her share of the driving. You clearly state to the mother that everyone had agreed to share the responsibility for the car pool, and if she cannot contribute her part, she will have to be replaced.

_____5. Your friend has asked you to type a letter for him. You are bogged down with much work of your own. You tell him that you must finish your typing first.

_____6. You have waited for some time to discuss an important matter with your boss. A fellow worker rushes in and begins to tell a story that seems endless. You interrupt and tell your co-worker to come back later.

_____7. You have planned to relax for the evening and are looking forward to going to a movie. Your neighbor calls and asks you to babysit while she goes out to dinner. You agree to babysit and put off seeing the movie until tomorrow.

Use the items from the previous exercise for the following one.

EXERCISE: VIII-5.

Let's look at Item One: At work a male co-worker continually asks you to repair the small appliances that he doesn't want to fool with. He has just brought you another toaster; feeling fed up and angry, you shout, "Why don't you fix it yourself!!" What is your response? Assertive -- non-assertive -- aggressive? Most would agree that this is an aggressive response. Now, think of how you would respond in an assertive way. What would be an assertive way to act in this situation?

Perhaps an assertive way would be to tell your co-worker how you feel, that when he brings you the extra small appliances, it interferes with getting your own work done. This response is written under the "assertive action" column. Now think of the outcome for acting in an assertive way. Perhaps you could get your work accomplished now that you don't have extra appliances to repair. This response is written next to "outcome" under "assertive action."

Now, think of a non-assertive way that you might act in this situation and the outcome for that action. Perhaps a non-assertive way to act would be to say nothing, hoping that your co-worker will discover how you feel. The outcome could be that you get into trouble with the supervisor because your work is falling behind.

Using the first item as an example, try this chart with items 2, 3, 6, and 7.

EXERCISE: VIII-5.

SITUATION	ASSERTIVE ACTION	NON-ASSERTIVE ACTION	AGGRESSIVE ACTION
Item 1.	You know that your co-worker is taking advantage of you and you tell him what you think about it	you say nothing about how you feel about his imposing on you	you yell at your co-worker and tell him to do his own work
Outcome:	You get your own work done	You may lose your job	You get your work done, but create hostility on the job
Item 2.			
Outcome:			
Item 3.			
Outcome:			

EXERCISE: VIII-5. (Continued)

SITUATION	ASSERTIVE ACTION	NON-ASSERTIVE ACTION	AGGRESSIVE ACTION
Item 6. Outcome:			
Item 7. Outcome:			

Now look at the outcomes for Assertive, Non-Assertive, and Aggressive. How do you feel about the Outcomes?

EXERCISE: VIII- 6.

1. When I assert myself, I feel ______________________________

____

____

____

2. When I am non-assertive, I feel ___________________________

____

____

____

3. When I am aggressive, I feel ______________________________

____

____

____

Remember that assertiveness can help in:

C ourage to stand up for your own rights
O ptimistic outcomes
P ersonal growth
I ncrease in self-esteem
N ot feeling guilty when I say "no"
G reater self-confidence

O thers rights are secondary
N eeds of individual are met

T o accept responsibility for my own decisions
H onest with others
E nhance one's own personality

J ob insecurity is reduced
O ther's approval becomes secondary
B uilds better communication skills

Assertive behavior can also help women faced with sexual harassment. How would you define sexual harassment? ________________

____

____

____

____

Harassment often implies annoyances, threats, or demands. Sexual harassment would imply sexual threats or sexual demands made on a woman.

How does sexual harassment come about? How can women deal with it? How can assertive behavior help?

Precaution may be your first rule in preventing sexual harassment. Use appropriate dress and grooming habits. Think of your job and wear clothing that is appropriate. Dress modestly, be comfortable, look as if you can handle the job. Find the happy medium between clothing for "one of the boys" vs. "femme fatale."

Take care in selecting hair-do and makeup. They should also be in keeping with the job.

Now that you have given men less to look at, if they continue to look and add whistling, how do you cope with this? Ignore whistles!! When men realize that you are on the job to work and that you're not going to look up, they generally stop. It is your responsibility to "Assert yourself."

Assert yourself in behavior. Avoid being overly friendly. Sometimes friendliness can be misinterpreted. It can be looked upon as flirting or having a desire to develop a relationship.

"Play it cool" on the job. Get to know the people with whom you are working. Being friendly, helpful, and taking you "under their wing" may be a natural part of the behavior of some of the employees on the job. If an experienced worker is willing to guide you through the problems that other workers create -- don't pass up the chance for help. Some workers play the father role with all new workers. You should be able to sense whether or not the fellow worker expects "something" in return for this helpfulness. In which case, you can respond by being friendly and it will not be misinterpreted.

It is important not to overreact. If people on the job seem friendly, don't misinterpret their action and think that they are flirting. Get to know the people on the job before you make any judgments.

When you have dressed appropriately, when you have ignored whistles, when you have expressed your serious feeling about your job, and you're still being harassed; it's time to discuss it with your supervisor. Usually, (s)he will know the men on the job and be able to offer his/her assistance. However, there are cases when your supervisor may be the cause of the sexual harassment and you need his assistance to keep your job. How can you deal with him or any other person sexually harassing you? Again, you will have to assert yourself. Tell him in a very affirmative way that you are not interested. Give a very good reason for your disinterest. You must consider his feelings. Care should be taken in the manner in which you express yourself while at the same time being firm with your refusal to his advances.

If you find that you have done your best in avoiding sexual harassment through appropriate actions and mannerisms, that you have asserted yourself in rejecting advances, you may have to consider other alternatives. Perhaps you would have less to contend with in another department. If the harassment becomes intolerable, you may wish to consider looking for another job. However, these instances are rare. Most sexual harassment can be dealt with in a straight forward manner and the problem is soon alleviated.

EXERCISE: VIII- 7.

Role playing: Number One. Four members of the class will act out and create a solution for the following scenes:

1. Two men, Joe and Ed, have teamed up to sexually harass Lilly, the newest member of the carpentry team. Joe is particularly harassing her. Bill, another carpenter, befriends Lilly. Suggest way Lilly can resolve her dilemma.
2. Barbara has been placed in the auto mechanics repair department of a large chain of department stores. She has been well trained and placed by the central supervisor in Atlanta. Earl, her immediate supervisor, is convinced that "women can't do this job!" Bob and Mike, her co-workers know that Barbara is a good auto mechanic and they want to help. Suggest ways Barbara can resolve her dilemma.

II. What techniques work for putting down the sex-biased male?

Techniques previously mentioned; effective communication skills, good work habits, and assertiveness help women deal with the sex-biased male. If the sex-biased male is getting the best of you, you may want to consider your Bill of Rights.

A BILL OF ASSERTIVE RIGHTS

1. You have the right to judge your own behavior, thoughts, and emotions; and, to take the responsibility for their initiation and consequences upon yourself.
2. You have the right to offer no reasons or excuses for. . . your behavior.
3. You have the right to judge if you are responsible for finding solutions to other people's problems.
4. You have the right to change your mind.
5. You have the right to make mistakes and be responsible for them.
6. You have the right to be independent of the goodwill of others before coping with them.
7. You have the right to say, "I don't know."
8. You have the right to be illogical in making decisions.
9. You have the right to say, "I don't understand."
10. You have the right to say, "I don't care."

Smith, M.J. When I say no I feel guilty: How to cope, using skills of systematic assertive therapy. New York: Bantam Books, 1975. Permission to reproduce obtained from Dial Press, New York.

Each of these techniques can be used to put down the "male chauvinist" if necessary. In some cases men on the job may be "chauvinistic" because they feel that the woman is not doing her share of the work, or assuming her share of the job responsibilities.

Women who have assumed the responsibility of entering a non-traditional job must also assume the responsibilities of the job. They should be aware of the fact that their job may require more strenuous physical activity, and they must assume this responsibility; accepting all the difficulties that it entails. If lifting heavy boxes, using tools that are new to them, or working under dirty conditions is part of the non-traditional job, a woman who chooses to enter the occupation will need to accept this as being part of the job. If equal pay is expected, women cannot expect their male co-workers to handle all the unpleasant parts of the job. By doing your share of the work you will gain the respect of your male co-workers, and they are not likely to act "chauvinistic" toward you.

A word of caution is in order here. Many women will be faced with situations that are difficult and may not ask for assistance. They must realize that they are human and may not be able to accomplish all the chores of the job. They may have to ask for assistance. Men working in the same situation would have to ask for assistance for such jobs as moving heavy objects that they do not have the physical strength to move by themselves. It is important to keep in mind the difference between not being physically able to do something and not wanting to do it. If you have tried and find you need assistance, you should not be reluctant to ask for help. A woman who takes the, "I could never do that. . ." approach, and then never tries will soon have the men on the job asking why she should get equal pay.

It is important that you try to complete the task by yourself whenever you are able and only ask for help when necessary. In this manner you can feel proud of receiving equal pay for equal work.

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III. How can I keep from getting to upset too function?

(Dealing with stress on the job.)

What is stress? Stress is an emotional influence. It causes you to worry or become upset about something. It prevents you from doing a good job by robbing you of the strength you need to do your job. Stress will take up the time and energy you need to figure out how to do the job. If stress continues, it can lead to serious illnesses. Headaches, backaches, stomach problems, and/or aching muscles may result. Stress may cause you to become angry in a situation in which you shouldn't lose your temper, or become fearful or withdrawn. Work habits usually suffer during times of stress.

During times of stress, especially when our body shows physical symptoms of being stressed (headaches, backaches, et cetera) it becomes easy to let others handle our responsibilities for us. We often let others complete a task for us, leaving us dependent on these others.

When people induce self-dependence (allowing others to do things for them) they are usually not aware of the consequences of this action. By letting others do the task for them, the dependent person becomes less capable of doing the task themselves. Here is an example of how this works.

Donna works as part of a two-person team for a telephone repair service. Donna would become stressful when she was asked to repair telephone cords. She had learned to repair cords in school, but had not done it often in the beginning. Donna possessed the basic skill of repairing cords. She merely needed to practice to become more proficient. Instead of taking the responsibility of repairing cords to become more skilled, she chose to let Tom, her partner, repair them. By allowing Tom to repair the cords Donna lost much of the knowledge she had for repairing cords because she did not use it. Consequently, by being dependent on Tom to perform the cord repairing, she became less capable of performing the task herself.

Like Donna, many people do not realize the consequences of relinquishing responsibilities to others. When you let others perform tasks that you are not confident you can do, you become not only dependent on that other person, you become less capable of performing the task yourself. Acquiring a degree of self-confidence will help you take on more responsibility which in turn will give you greater self-confidence. The lack of self-confidence works in the same way. That is, if you do not feel confident in part of your job, you may lose confidence in other areas. You can lose confidence by being tense about a little thing like making phone calls, which you may find was nothing to be tense about.

When stress begins to develop, one way of coping with it is to re-evaluate your situation and "take inventory" of the situation. If stress continues after successful experiences, you need to work on reducing it.

EXERCISE: VIII- 8.

Form small groups of four and give examples of how in stress situations you let others perform tasks you were capable of performing, and the consequences of this action. Finally, discuss how you would handle this situation now. The space below is provided for you to write notes about your group discussion.

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Perhaps your group may have thought of many of the following ways to deal with stress:

1. Think of the stress. What is causing it? Can you change it? If you cannot change it, can you accept what you cannot change?
2. Don't worry about a stressful situation. Worry only takes away from the energy you could give to a worthwhile project.

3. Take action and get to the source of the stress. Try to find a solution for your stressful situation.
4. Talk to a close friend or your supervisor. Many stressful situations are magnified when you try to deal with them yourself. Share it with a friend.
5. Try to look at the situation realistically. Many times things are blown out of proportion and seem to present more of a problem than they actually are.
6. Learn to relax. Don't anticipate stress. If you think something is going to be stressful, it may develop that way.
7. Put yourself in control of the situation. Pause. Breathe deeply, Count to ten. Carry on.
8. Use the power of positive thinking. Nothing is quite so bad as it seems.
9. When you feel anxious, think about being someplace that is relaxing--such as at the beach or in the woods. Try putting your anxiety on a cloud and letting it float away. (It may sound crazy, but it has worked for a lot of people!) When your tension is gone, come back to the job situation and do the task that is causing the tension.
10. Make good use of your leisure time. Find something you really enjoy doing and do it in your spare time. The relaxation and pleasure you derive from this will help you deal with stress on the job.

IV. Can I expect my work to be evaluated the same as that of a male on the job?

Perhaps a woman's work will be evaluated more critically than that of a man on the same job. People on the job are often evaluated in terms of:

1. Following specific directions to cut down on inefficiency.
2. Getting the best job done in the least amount of time.
3. Assuming the responsibility for meeting deadlines.
4. Cooperating with co-workers in doing more than one's share of the workload.

Since a woman's work is likely to be evaluated more critically, they can expect to have to work harder. Remember, "we work harder." It seems to be coming up all the time. If women are working harder and are conscientious, responsible, and cooperative, they should be evaluated the same as men in terms of pay and employment practices. Not only can women expect it, but they can demand it. The law is on your side.

Title VII of the Civil Rights Act of 1964 prohibits discrimination in employment for reasons of sex, race, color, religion or national origin.

The act prohibits employers to discriminate in:

1. hiring or firing
2. allocating fringe benefits

3. referring, assigning, or promoting employees
4. training or apprenticeships

The Equal Employment Opportunity Commission (EEOC) which enforces Title VII has issued "Guidelines on Discrimination Because of Sex." These guidelines prohibit:

1. Hiring based on stereotype sex labeling; that is, labeling "men's jobs" and "women's jobs."
2. Advertising jobs under male and female headings.

In addition, the Bill of Assertive Rights that women can assume if they choose as discussed previously, they can also be assured of equal opportunities under the law. The U. S. Department of Labor has listed these rights which are listed here as a "Bill of Equal Opportunity Rights."

BILL OF EQUAL OPPORTUNITY RIGHTS

1. Right to complain if job advertisement labels "men's jobs" and "women's jobs."
2. Right to complain if employer refuses to allow you to file an application, but accepts that of a male.
3. Right to complain if you are refused referral for a new job.
4. Right to complain if you are fired without a good reason.
5. Right to complain if you are laid off without a good reason.
6. Right to complain if you are not considered for promotion and you are qualified.

7. Right to complain if you are paid less than others doing the same work.
8. Right to complain if you are not included in training or apprenticeship programs.
9. Right to complain if a union refuses to allow you to become a member.
10. Right to complain if you are in a segregated seniority line. *

If an employer infringes on your rights, you can file a complaint at the nearest district office of Equal Employment Opportunity Commission.

In the Florida Area:

Pensacola

Jacksonville

Tampa

The National Office:

National Office of United States
Equal Employment Opportunity Commission
Washington, D.C. 20506

A complaint made by a group or an individual should be sent to:

Office of Federal Contract Compliances
Employment Standards Administration
United States Department of Labor
Washington, D.C. 20210

Or, the area offices as listed previously.

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* U.S. Department of Labor, Employment Standards Administration, Women's Bureau. A working woman's guide to her job rights. Washington, D.C.: U.S. Government Printing Office, 1975.

Title VII complaints filed against state or local governments are sent to the Justice Department by the Equal Employment Opportunity Commission, or you may write directly to the Justice Department. Although women have a right to make the choice of traditional job vs. non-traditional job--although they have the law on their side regarding "equal job, equal pay,"--using the law to protect you against discrimination may have many drawbacks.

When you decide to file a complaint to the Equal Employment Opportunity Commission (EEOC), or the Office of Federal Contract Compliance (OFCC), you should be aware of the risk involved. Action is not taken immediately. You may have to wait some time for anything to happen. Meanwhile, you will still be working with that person against whom action has been brought. This may not make for a very pleasant working situation.

In filing a complaint think of all the risks involved in taking action. If you think it is worth it, then file a complaint. If you don't think it's worth it, you may want to look for another non-traditional job in a different setting. You may be happier and you may have learned how to cope better as a result of your experiences.

In entering a non-traditional job, there are many things you can do to prepare yourself. Coping skills are needed to be successful in your job. In this unit we have talked about these skills.

EXERCISE: VIII- 9.

The following statements are a checklist. Read each statement carefully and place a checkmark next to those that apply to your needs.

_____1. To learn the jargon of the job.

_____2. To forget prejudices.

_____3. To learn to adapt to different personalities.

_____4. To make people feel comfortable around you.

_____5. To develop good work habits by being punctual, enthusiastic, and responsible.

_____6. To be assertive.

_____7. To use appropriate dress and grooming habits on the job.

_____8. To be aware of your own behavior as being a possible fact in sexual harassment.

_____9. To separate "under the wing" behavior from opportunities to become involved.

____10. To accept the fact of having to "work harder."

____11. To learn the difference between being human and being female.

____12. To give yourself credit for all your successful experiences.

____13. To deal with stress when it develops.

____14. To find ways to cut down on your stress buildup.

____15. To become familiar with your rights as a worker.

____16. To know your limitations in taking action for discrimination.

Now that you have completed this checklist, you can make plans to make the needed change. You can set up a table of goals, listing the changes needed and the time you will accomplish each change as you did in Unit VI. You have review Unit VI, Part V, if necessary.

EXERCISE: VIII- 10.

List your goals and when you will accomplish each change.

GOAL	TIME ACCOMPLSIHED

In conclusion, recall the unit topics. By mastering the unit tasks you have developed a lot of self confidence. You've knocked down many barriers to get where you are today. Let's see just how far you have come.

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"YOU'VE COME A LONG WAY, BABY! "

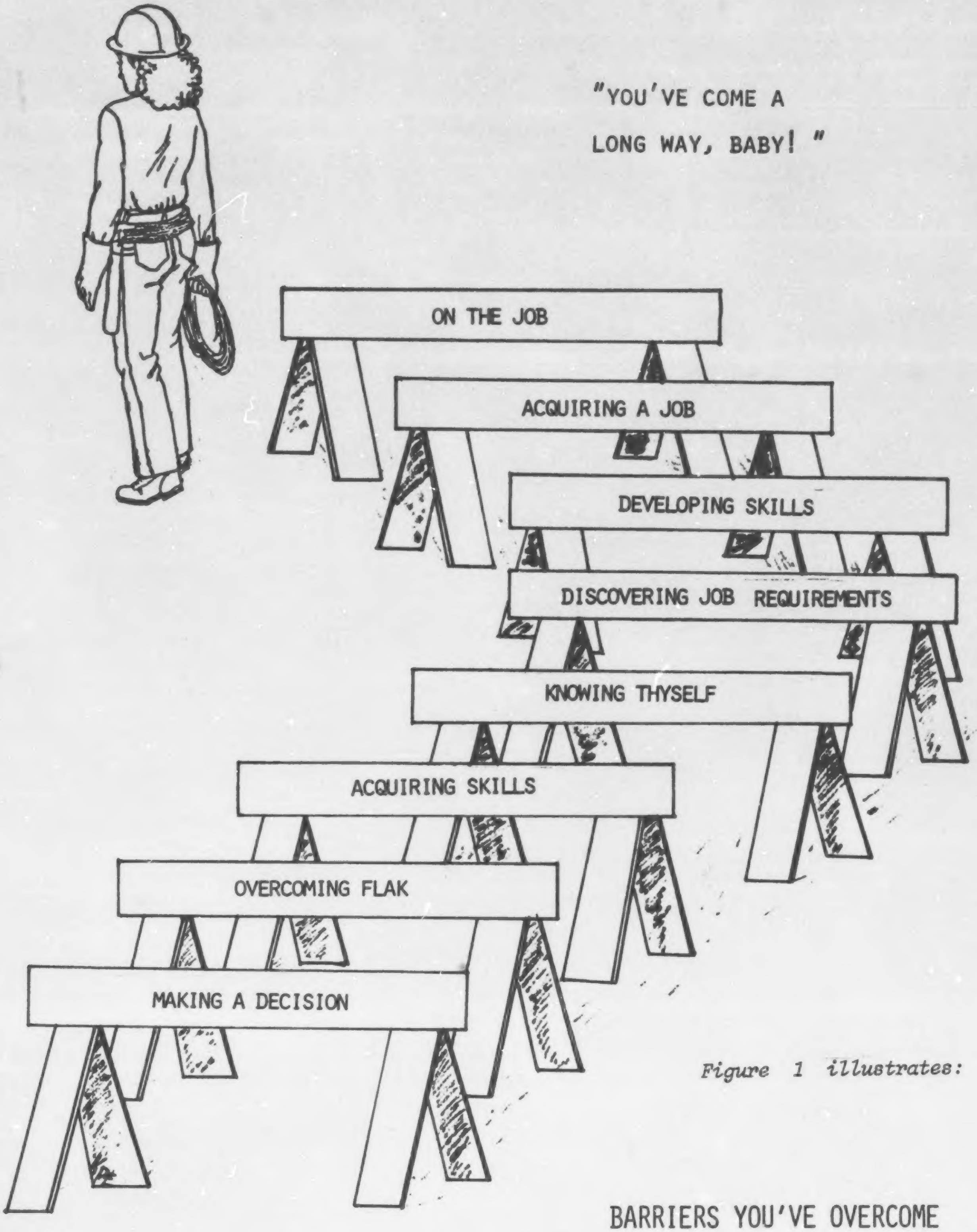
ON THE JOB
ACQUIRING A JOB
DEVELOPING SKILLS
DISCOVERING JOB REQUIREMENTS
KNOWING THYSELF
ACQUIRING SKILLS
OVERCOMING FLAK
MAKING A DECISION

Figure 1 illustrates:

BARRIERS YOU'VE OVERCOME

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Appendix G

Lists of Local Support Services

OKALOOSA - WALTON JUNIOR COLLEGE

Support and Legal Services:

Okaloose County Legal Aide Services
105 Santa Rosa Boulevard
Fort Walton Beach, FL 32548
Telephone: 243-3021

Crisis Line
Fort Walton Beach, FL 32548
Telephone: 244-9191

Florida State Employment Services
130 Staff Drive, NE
Fort Walton Beach, FL 32548
Telephone: 243-8151

Health and Rehabilitative Services, Adult and Aging Services
10 First Street
Fort Walton Beach, FL 32548
Telephone: 243-7191

Health and Rehabilitative Services, Children and Youth Services
362 Beal Parkway
Fort Walton Beach, FL 32548
Telephone: 242-7183

Health and Rehabilitative Services, Social and Economic Services
10 First Street
Fort Walton Beach, FL 32548
Telephone: 243-7191

Health and Rehabilitative Services Vocational Rehabilitation Services
44 Beal Parkway SW
Fort Walton Beach, FL 32548
Telephone: 243-7179

Florida State Employment
Services
202 Burdisk Avenue
DeFuniak Springs, FL 32433
Telephone: 892-5121

Health and Rehabilitative
Services, Adult and
Aging Services
College Avenue
DeFuniak Springs, FL 32433
Telephone: 892-3111

Health and Rehabilitative
Services, Children and Youth
Services
College Avenue
DeFuniak Springs, FL 32433
Telephone: 892-3111

Health and Rehabilitative
Services, Social and Economic
Services
College Avenue
DeFuniak Springs, FL 32433
Telephone: 892-3111

Health and Rehabilitative
Services, Vocational and
Rehabilitative Services
College Avenue
Defuniak Springs, FL 32433
Telephone: 892-3111

TALLAHASSEE COMMUNITY COLLEGE

Alteract
Counseling Center
Bryan Hall
The Florida State University
Tallahassee, FL 32306
Telephone: 644-2470

Apalachee Community Mental Health Services
805 North Gadsden Street
Tallahassee, FL 32301
Telephone: 487-2930

Center for Professional Development
Hecht House
The Florida State University
Tallahassee, FL 32306
Contact: Jane Grosslight
Program: Coping with Stress
Telephone: 644-3801

Equal Opportunity Commission
Office of Human Affairs
The Florida State University
Tallahassee, FL 32306
Telephone: 644-5283

Health and Rehabilitative Service, Aging and Adult Services
2005 Apalachee Parkway
Tallahassee, FL 32301
Contact: Ms. Sharon Dia
Telephone: 488-0675

Legal Aid Services
Leon County Court House
Tallahassee, FL 32304
Contact: Legal Staff
Telephone: 222-3004

Legal Services of North Florida
822 North Monroe Street
Tallahassee, FL 32304
Contact: State Attorney
Telephone: 224-6375

National Organization for Women
226 West Pensacola Street
Tallahassee, FL 32304
Contact: Staff
Telephone: 224-7132

Operation Women Power
Division of Continuing Education
Florida A & M University
Tallahassee, FL 32307
Contact: Marjorie S, Campbell
Telephone: 599-3474

Telephone Counseling and Referral Services
P. O. Box 20119
Tallahassee, FL 32304
Telephone: 224-6333

PASCO-HERNANDO COMMUNITY COLLEGE

Support and Legal Services:

Adult Education Office
1510 South Boulevard
Port Richey, FL 33568
Contact: Jeanette Adessi
Telephone: 842-5761

Bay Area Legal Services
701 Trouble Creek Road
Port Richey, FL 33552
Contact: Mr. John Shahan
Telephone: 847-5494

Florida State Employment Service
161 East Jefferson
Brooksville, FL 33515
Contact: Ms. Katherine Lyons
Telephone: (904) 796-1466

Florida State Employment Service
100-B U.S. Highway 19 North
Port Richey, FL 33568
Contact: Mr. Ganno
Telephone: 847-5761

Hernando County Adult Education
1036 Varsity Drive
Brooksville, FL 33515
Contact: Mr. John D. Porter
Telephone: (904) 796-6761

Hillsborough Information Line
400 St. Buffalo Avenue, Rm 344
Tampa, FL 33614
Telephone: (813) 272-6666

NOW
P. O. Box 10434
Tampa, Florida 36679
Telephone: (813) 251-4089

Pasco-Hernando Community College
East Campus
2401 State Highway 41 North
Dade City, FL 33525
Contact: Cheryl Burbano
Telephone: 567-6701 Ext. 33

Pasco-Hernando Community College
North Campus
3125 U.S. 98 North
Brooksville, FL 33512
Contact: Sylvia Thomasson
Telephone: 796-6726, Ext. 229

Pasco-Hernando Community College
West Campus
7025 State Road 785
Port Richey, FL 33552
Contact: Barbara Pendergrass
Telephone: 847-2727

Women's Center of Tampa
1200 West Platt Street
Tampa, FL 33606
Contact Karen Eggling
Telephone: (813) 251-8620

Woman's Resource Center
706 North Franklin Street, Ste. 605
Tampa, FL 33602
Telephone: (813) 247-7263

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SECTION IV:

AN EVALUATION OF AN EDUCATIONAL PROGRAM

Introduction

Is it possible to develop a treatment program that would be effective in assisting women to overcome the barriers to entering non-traditional jobs and training programs, or are the barriers insurmountable? This is the question to which answers are being sought in this final phase of the project to assist women in overcoming personal-social barriers to entering non-traditional occupational preparation programs. A treatment program based on a survey of women concerning personal-social barriers that deter women from entering occupations that have been traditionally male-dominated was developed. The treatment program was employed in an experimental design to determine its effectiveness in helping women overcome the barriers identified.

The personal-social barriers identified in the barriers survey include attitudes of women themselves as well as the attitudes communicated to women by friends, relatives, persons employed in non-traditional occupations, and administrators of educational programs indicating the impropriety of the inclusion of women in certain occupations. Some of the more significant barriers that women must overcome if they are to enter non-traditional careers are: conceptions of the male-dominated work environment; reinforcement of the stereotyped role by family and friends; establishing priorities in terms of family responsibility and money; attitudes of people at entry and training levels; and obtaining information about male-intensive jobs.

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1.0
2.8
2.5
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1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART

The treatment program designed to help women overcome the barriers was based upon: 1) the results of the barriers survey, 2) the content of other programs, and 3) theoretical background considerations. The various components of the treatment program were addressed to decision making, goal setting, self-knowledge, and awareness of career opportunities. The treatment was intended primarily to assist participating women to overcome personal-social barriers to entry into non-traditional employment, and secondarily, to encourage them to become self-directed in their career development. It was felt that if the participants could learn to take control of their own occupational lives, then they would be able to overcome the remaining barriers on their own.

The assessment of the treatment program was facilitated by the collection of the data during and after delivery of the treatment program. Evaluation of the project outcomes was considered an important component of this research. In making an assessment of existing programs dealing with women in non-traditional employment, it becomes clear that there is a dearth of both theoretical foundation and data on the outcomes of such programs. Thus, much prior research has failed to provide the building blocks necessary for successful future efforts. A special effort was made in this project to: 1) base the treatment program upon a firm theoretical foundation, and 2) produce quantitative data assessing program outcomes. This section includes a report on the outcomes of related programs reported in the literature and the results of an analysis of assessment data on the program designed for use in this project.

Statement of the Problem

Programs which have been developed to eliminate the effects of sex bias and sex discrimination in educational and occupational opportunity have tended to report the results of their efforts in terms of descriptive statistics rather than measurable hard data. The result of this casual type of reporting is that not much is known about the effectiveness of existing programs. Consequently, it is equally problematic to determine what the components of a successful program are.

The purpose of the program evaluation phase of the research project reported herein was to evaluate the efficacy of the educational program and to report the results in terms of quantitative data. It was anticipated that the availability of these results would enable future researchers to be better able to develop effective programs based on proven techniques. The current project is intended to be one which contributes to such a data base. It was also the intent of the researchers to provide a validated treatment program for educators who wish to provide assistance to women who wish to enter non-traditional occupational preparation programs.

REVIEW OF LITERATURE

Programs Developed to Overcome Problem

A number of programs have been developed and implemented for the purpose of eliminating the effects of sex bias and sex discrimination on educational and occupational opportunity. While not all of the programs reviewed were addressed specifically to women's entry into non-traditional occupations, they were all addressed to sex equity in educational and occupational opportunity, and as such, would seem to focus upon the barriers which deter women from entering male-intensive career fields. This section will be a review of existing programs, included here as the results of a state-of-the-art search of such programs.

The review will include: 1) descriptions of existing programs, within a framework of some commonalitites noted in their stated objectives and their procedures; 2) a summary of the outcomes described by the project directors; and 3) implications for the components necessary to a successful program.

Common Elements in the Objectives and Procedures of Existing Programs

Based upon a study of programs that have been designed to assist women in overcoming the effects of sex bias and sex discrimination in education and occupational preparation, it would seem that a successful program would encompass at least the following processes: 1) recruitment, 2) counseling, 3) training, 4) placement, and 5) follow-up of clients. Each of these five tasks would appear to be vital to the successful transition of women from the home or a traditional occupation to a higher-paying position in a male-intensive field. Outreach programs designed to date have varied in their perceptions of the tasks to be accomplished, but most seem to contain the above elements in some form or another.

Pursuant to federal legislation mandating equal educational and occupational opportunity for all persons, most programs have purported to work toward sex equity. Their objectives have ranged from such global statements as "reducing sex bias" to specific activities such as the five noted above. But the major thrust of all of them has been to make it easier for women to select a wider range of higher paying jobs than has traditionally been the case. The various ways of accomplishing this objective have tended generally to fit within the framework of the five tasks to be discussed here.

Recruitment. One activity which actually precedes recruitment of applicants, noted here because it has a marked impact on who is to be recuited for what, is pre-recruitment research (Ratcliff, 1979; U.S. Department of Labor, Employment and Training Administration [ETA], 1978). This activity is a needs assessment of a specific community or population, and addresses the questions "What needs to be done?" and "How can it be accomplished?" Pre-recruitment research includes studying the local labor markets and identifying prospective employers and their needs for skilled employees. Although the need for such preliminary work may seem obvious, it is noted here in the belief that the entire process of preparing women for entry into non-traditional occupations is contingent for its success upon an adequate preliminary needs assessment. As such, pre-recruitment research would seem to be an intregal part of the process being outlined here.

There seems to be a very large number of recruitment techniques that have been used in various locations to reach out to women and arouse their interest in non-traditional careers. One caveat in regard to recruitment has been noted in the evaluation of several outrearch programs (e.g., Caughman, 1978; U.S. Department of Labor, 1977b). That caution has to do with selectivity in recruiting applicants, both for the sake of cost effectiveness and credibility with local employers. Thus, it seems to be important to select applicants who are qualified and show promise of following through on their career decisions.

Eliason has offered a variety of suggestions for creative recruitment (reported in Brandstrom, 1978). Techniques included in these suggestions are the distribution of colorful cards at public places like supermarkets, laudromats, and shopping centers, with phrases designed to appeal to women who may be considering getting a job or changing jobs; mass mailing of advertising flyers in utility bills; tours of local industries for men and women; a non-traditional careers fair; and a one-step adult reentry center including Graduate Equivalency Diploma (GED) and College Level Examination Program (CLEP) testing, Comprehensive Employment Training Act (CETA), and Aid to Families with Dependent Children (AFDC) information.

Brandstrom (1978) has suggested that community colleges can

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help communicate the acceptance of new occupational options for women and at the same time recruit new students. Some such techniques are: featuring women as non-traditional role models on radio and TV spots, advertising in college publications and flyers, and including women in photographs of industrial education classes in college course catalogs. Another recruitment activity described by Brandstrom was a one-day non-traditional career workshop, including presentations by representatives of local employers and a panel discussion by women who are already in male-intensive occupations.

Other programs have also stressed action to change the attitudes of family and community as well as those of women. Trident Technical College (Caughman, 1978) utilized a public awareness campaign, including films, posters, and media spots to: 1) recruit women and 2) create public awareness of non-traditional career options for women. Somerset County (Cox, 1978) developed an outreach program to influence both young women and their parents toward awareness and acceptance of non-traditional occupations for women. Project EVE (Lerner, et al., 1976) provided both high school recruitment and community awareness programs. And the Women in Apprenticeship Program (U.S. Department of Labor, Manpower Administration, 1974) described activities designed to dispel myths about working women among employers.

Still other outreach programs have recruited students by the use of an open house in the vocational areas of community colleges, using female students as staff and serving the purpose of providing role models. The Minority Women's Employment Program (U.S. Department of Labor, 1977b) reported being most successful using word-of-mouth contact. This points up the necessity for outreach staff to be heavily involved in their communities, both to achieve a high degree of visibility and to plug into the local career information "grapevine."

In summary, the recruitment stage of existing and/or suggested outreach programs seems to stress: 1) favorable exposure of non-traditional female role models, 2) use of a variety of creative outreach techniques, 3) selectivity in accepting qualified applicants, and 4) community awareness campaigns. Pre-recruitment research has also been stressed in some existing programs.

Counseling. In programs designed to help women enter male-intensive vocational education programs, there has been widespread use of counseling services. The need for such services has been demonstrated in several areas. First, as in any vocational program, it is necessary for participants to have access to career counseling in order to arrive at a good decision about the career they will choose. A part of this decision process is an exploration of self (Baltimore New Directions for Women, 1979; Brandstrom, 1978; Cox, 1978) in terms of interests, values, aptitudes, and experience. Eventual success of the program depends upon the placement of the right person in the right job, so knowledge of self would seem to be an indispensible component of a program to help women enter non-traditional careers.

The second area of need for counseling services is to help women to overcome the barriers to entering male-intensive occupations as found in society, in schools, and in the minds of women themselves (e.g., Derryberry, 1979; Steiger & Cooper, 1975). This process takes time and seems to call for the availability of individual and group counseling services throughout job placement and thereafter. The third purpose of the counseling component is also rather specific to the problems of females entering male-intensive occupations, and addresses the needs of participants for support (Caughman, 1978; Cox, 1978), building self-confidence and developing assertiveness (Baltimore New Directions for Women, 1979; Center for Displaced Homemakers, 1979). For these purposes, the counselors would seem to need some experience in working with females, and an emotional, as well as intellectual, acceptance of the principle of sex equity (Brandstrom, 1978).

Training. The job preparation phases of some existing outreach programs have taken different forms, depending on the specific goals of each program. Some highlights and commonalities will be noted here. In terms of highlights and suggested training techniques, some interesting ideas have been proposed. Women's Reentry Program (WREP) (reported in Brandstrom, 1978) has suggested block scheduling of classes, i.e., several classes scheduled back-to-back on one day to minimize time spent out of the home. Lane Community College in Eugene, Oregon (Brandstrom, 1978) offers accredited career planning and industrial orientation courses for males as well as females, featuring such activities as goal setting, assertiveness training, and exploration of trades.

In addition to the general needs of individuals seeking occupations and the more specific needs of women seeking occupations, there seems to be a still more specialized set of needs of women who aspire to non-traditional occupations. Needs, i.e., peer support. mathematics remediation, assertiveness, physical fitness, etc., have been addressed by a number of programs. The Center for Displaced Homemakers (1979), for example, provide clients with not only classroom and on-the-job training, but also with support groups, assertiveness training, and a math review. Trident Technical College (Caughman, 1978), similarly, sponsors math testing and remediation for participants, as well as monthly "nurture group" meetings. The Baltimore New Directions for Women program (1979) has also included in its training procedures modules on assertiveness and physical fitness. And the Boston Non-Traditional Occupations Program for females (U.S. Department of Labor, Women's Bureau, 1978a), funded by CETA, Title III, features a 16-week full-time occupational preparation program offering: 1) 240 hours of classroom instruction; 2) 65 hours of supervised work experience; 3) 42 hours of physical fitness training; 4) 80 hours of individual and group counseling; and 5) 57 hours of job-finding skills.

Kane, et al. (1977) have listed some support services needed by females in vocational training programs, including adequate washroom/dressing facilities for females, child care facilities, life planning services, and educational programs to build skills for coping with stress and crisis.

Thus, common elements found among existing training programs are addressed to: 1) general needs of persons seeking employment, 2) specific needs of women seeking employment, and 3) special needs of women seeking non-traditional employment.

Placement. The entire outreach process discussed thus far has been concerned with those activities which lead up to the time when the client is actually placed in a job. A discussion of job placement appears deceptively simple until one gains an appreciation for the amount of background work which goes into successfully bringing together an employer and an employee. The work begins back at the pre-recruitment phase discussed above, at which point the needs of local employers are assessed. The placement effort seems to require a two-pronged thrust, one intended to place qualified women in non-traditional jobs, the other to help change the attitudes of employers regarding the acceptance of women workers in jobs that have traditionally been performed by men.

Efforts to place qualified women in non-traditional occupations have been aimed at meeting employers' claims that they would hire women if only they could meet job qualifications and were available when needed (U.S. Department of Labor, ETA, 1978). Thus, the intent of placement programs has been to bring together prospective employers and qualified women workers. This has been done in some programs by holding job conferences in which employers' representa-

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tives are invited to meet with women trainees (Baltimore New Directions for Women, 1979; Brandstrom, 1978; Caughman, 1978; Lerner, et al., 1976; U.S. Department of Labor, Manpower Administration, 1974).

The other main placement technique used in the programs reviewed was for the project director to make and maintain contact with local employers. The Minority Women's Education Program (MWEP) has stressed the need for outreach directors and staff to maintain a professional image and stay in close contact with the community and local employers (U.S. Department of Labor, ETA, 1978). Establishing professional credibility and rapport by placing only qualified candidates has been alluded to as a necessary element in a successful program (Brandstrom, 1978; U.S. Department of Labor, Bureau of Statistics, 1978). A further suggestion for successful placement has been offered by Kane, et al. (1977), who recommended placing at least two females in a male-intensive job setting for mutual support.

Follow-up. The final phase of a vocational prepration program involves evaluating the entire process in terms of the final results: successfully matching an employee with an employer. Ratcliff (1979) noted that the purpose of follow-up is not to determine the impact of the educational program on the student's occupational performance, but to measure the consumer's satisfaction with the services rendered. This involves following up unsuccessful as well as successful interviews and placements. The purpose of follow-up may be thought of as two-fold. First, it can feed back information on how well the training program is functioning and what changes may need to be made. Secondly, it gives the staff and employee an opportunity to deal with any job-related problems that arise. The Boston Non-Traditional Occupational Program for Women (U.S. Department of Labor, Women's Bureau, 1978a) has routinely conducted a 16-week evaluation on its placements and published a weekly newsletter to all its graduates. The Denver Better Jobs for Women Program (U.S. Department of Labor, Women's Bureau, 1978b), does follow-up at one-, three-, and six-month intervals after each placement.

Thus, it would seem that follow-up is an important part of an occupational preparation program in: 1) evaluating the consumers' satisfaction, 2) providing feedback for the program, and 3) dealing with job-related problems.

Results Obtained from Existing Programs

An examination of the results obtained from some representative programs already in operation points to the dearth of evaluative data on such programs. Most of the factors discussed above are merely suggestions for helping females enter male-intensive occupations, rather than proven techniques supported by hard data. Many of the programs reported "favorable comments" or "changed attitudes" as their results. Only a few reported quantitative data evaluating program outcomes. Trident Technical College (Caughman, 1978), for example, whose objective was to encourage women to study engineering technology at Trident, reported that female enrollment in engineering technology increased by 95% from spring, 1977 to spring, 1978, an increase from 6% to 13% of total enrollment. The Baltimore New Directions for Women Program (1979) reported that during its first 17 months of operation (January, 1978 to June, 1979) 43% of its participants were placed in non-traditional employment. And the Equal Vocational Education (EVE) program (Lerner, et al., 1976) indicated that female enrollment in non-traditional programs at high schools where EVE was presented increased from 33 in 1975-76 to 72 in 1976-77.

Two programs reported their results in terms of wage increases experienced by their participants. The Boston Non-Traditional Occupations Program (U.S. Department of Labor, Women's Bureau, 1978a) reported an increase from $2.89 to $4.43 in the mean hourly wage of the 21 trainees placed during the first six months of operation. The Denver Program (U.S. Department of Labor, Women's Bureau, 1978b) reported that the average starting salary of the 110 women placed from June, 1976 to May, 1977 was $4.48 per hour, representing an average income increase of 250%.

In summary, the outcomes reported by existing programs have included primarily intangible, non-quantitative results such as changes in attitudes. The hard data that have been reported by the five programs just listed include information on changes in female enrollment in non-traditional training programs, placement in non-traditional jobs, and wage increases experienced by women placed in such jobs.

Thus, it seems that little has been done in the way of producing hard data with which to evaluate the effectiveness of programs that have been set up to help women enter the higher-paying male-dominated occupations. It is even difficult to estimate how many women are being served by vocational education in male-intensive programs at the present time. Lewis, et al. (1976) found that, as of 1976, no information on females enrolled in traditional male vocational programs was available at the federal level. Furthermore, in contacting the departments of education in all 50 states, Lewis, et al., were able to secure data from only 15 states, and the figures obtained proved to be somewhat discrepant. Kane and Frazee (1978), on the other hand, cited data from a 1974 survey of 1600 area vocational training schools made by the Office of Civil Rights, indicating that less than 5% of the students enrolled in male-intensive courses were women. The need for further research in this area then, would seem to be obvious. Russo and Irvin (1979) have pointed out the early stage of development of research in this area and the need to establish baseline data on which vocational educators may evaluate the success or failure of their efforts.

Implications for Components Necessary to a Successful Program

It is difficult to determine -- based upon the limited evaluative data noted above -- which programs have been successful, let alone which components have contributed to their success. Nevertheless, it would seem that the common elements found in the majority of the programs would represent the current state of the art. Within the scheme of the elements reviewed in the foregoing section (recruitment, counseling, training, placement, and follow-up), the present treatment program would seem to be located somewhere in an area overlapping recruitment and counseling. Prior to providing assistance to women in overcoming the barriers to entry into non-traditional occupational preparation programs, it was necessary first to recruit women who were interested in such programs. Thus, both the recruitment and counseling phases were included in this project.

An important difference between the current program and those reviewed in this report is that this program is based upon a formal study of the personal-social barriers deterring women from non-traditional jobs. Its essential contribution is in supplying hard data on the barriers women see as deterring them from higher-paying non-traditional careers. This would seem logically to be the first step in remedying the lack of quantitative data with which to evaluate related programs. Once such data are available on all the steps from recruitment through follow-up, more precise analysis may be possible.

One other element in the present program which may set it apart from the others is its emphasis on decision making. While some existing programs (e.g., Baltimore New Directions for Women, 1979; Brandstrom, 1978) dealt with participants' values and interests in relation to occupational decisions, specifics as to how this self-evaluation was done were unavailable. It appears, furthermore, that many programs placed greater emphasis on group support than on individual decision making. This may be contrasted with the present program, whose primary emphasis was on personal decision-making skills.

In short, the present treatment program is similar to others in that it purports to assist women in entering non-traditional occupations, and different in that it is based upon a formal barriers survey and stresses decision making.

Theoretical Background of Treatment Program

The design and development of the treatment program to assist women in overcoming the personal-social barriers to entry into non-traditional occupational preparation programs were based upon a variety of theoretical considerations. Foremost among these considerations were those theories suggesting that women, through early sex-role stereotyping, acquire the attitude that certain roles and occupations are appropriate for women and others are not, and that they (women) are powerless to change this situation. Concommitant with the persistence of such attitudes is the persistence of the customary exclusion of women from traditionally male-dominated occupations. As women begin to believe that they can exercise control over their own career development, they may assume greater personal responsibility for actively choosing an occupation based upon their own interests rather than stereotypical norms.

A central consideration in the development of the treatment program has been the process by which women learn to believe that they are powerless to control their own career development. It would seem to be appropriate to question why, in spite of the attempts to eliminate institutional barriers to women entering traditionally male-dominated occupations (implemented via such legislation as Title IX of the Educational Development Amendment of 1972), there has not been a significant increase in the numbers of women entering such occupations.

This fact suggests that there are other factors operating to keep women in "women's jobs." These factors, i.e., personal and cultural barriers, may be more subtle and more difficult to change than the institutional barriers. Those women who have attempted to enter non-traditional occupations will most likely have encountered both institutional and personal barriers. The former includes the systematic exclusion of female applicants from certain employment positions simply because that is "the way it has always been." The latter includes attitudes communicated by friends, relatives, administrators, and instructional personnel indicating the impropriety of the inclusion of women in certain occupations.

The intent of this section is to review those theoretical areas which influenced the design of the present treatment program. The areas to be discussed are: 1) sex stereotyping of occupations, 2) the illusion of incompetence, 3) learned helplessness, 4) locus of control of reinforcement, and 5) career development theory.

Sex Stereotyping of Occupations

The literature suggests that females learn at an early age which roles are acceptable for females and which are not (e.g., Looft, 1971). The process of sex role stereotyping experienced by young children in our society is very effective in teaching them very early which jobs are typically done by males and which by females. Furthermore, these early perceptions tend to persist over time. Siegel (1973) has concluded that by the time children are in the second grade, they have absorbed society's notions of sex-appropriate work. As adults, women tend to select "female" occupations, shift their occupational choices less than males, and when shifts are made, the new occupations chosen are also traditionally female occupations (Scott, Fenske, & Maxey, 1974).

One of the major impacts of the acceptance of traditional cultural stereotypes on women's career development is a severe restriction of the kinds of occupations females feel free to select. In 1973, more than two-fifths of all women workers were employed in ten occupations -- secretary, salesperson, bookkeeper, household worker, elementary school teacher, waitress, typist, cashier, sewer and stitcher, and registered nurse (U.S. Department of Labor, Employment Administration, 1975, p.91). This phenomenon, termed "occupational foreclosure" by Looft (1971) and "homogenization" by Bem and Bem (1973), has been widely researched, and the results clearly illustrate the fact that female workers are concentrated in a far narrower range of jobs than their male counterparts (e.g., Blimline, 1976; Hawley, 1971; Prediger, Roth & Noeth, 1974; & Siegel, 1973).

This condition was addressed at several points in the treatment program. The overall effort was directed toward giving participants an awareness of: 1) the concentration of women in a very narrow range of occupations, and 2) the consequences of this concentration in terms of foregone economic rewards, satisfaction, and autonomy. In the introductory session, the film "Deal Me In" was shown, which featured the first-hand experiences of several women who were successfully employed in a variety of professional and trades positions traditionally filled by men. Then Unit I specifically examined the rewards and costs of pursuing a nontraditional career. It was felt that if the participants could reach an awareness of the rewards they might gain as well as a realistic picture of the costs involved, they would be in a better position to make a good decision about their career.

The issue of sex role stereotyping and its impact on women's career development was addressed in Unit II. The goal was to have the participants learn what sex stereotyping is, how it comes about, and what its effects are on a woman's life. First, participants viewed the film "We Are Woman" which set the stage for a discussion of roles and sex role stereotyping. By completing exercises in Unit II, participants had the opportunity to talk about the roles they had and where they had learned them. This type of insight was the first step in deciding if there were roles or stereotypes they would like to change. Then they were asked to anticipate and discuss any problems that might occur with other family members if they decided to make some changes in their roles. As an aid to participants in beginning to change some of their own attitudes, several myths regarding women and work, along with the associated realities, were presented (p. 3.40).

A further step was taken in Unit III, in which workshop participants explored the consequences of accepting traditional stereotypes and letting someone else make their decisions for them. Once they were in touch with these consequences, a goal-setting component was presented, in which participants could begin doing some life planning and setting up some long-term goals representing their own personal objectives. It was hoped that this process of learning about, evaluating, and considering changes in personal role conceptions would be instrumental in offering participants the opportunity to overcome some of the sex role stereotypes operating in their own lives.

Besides understanding the causes and effects of sex role stereotyping, the other major thrust of the educational effort in this area was an attempt to counteract the homogenization of women workers into a narrow range of occupations. This effort was concentrated in three areas. First, participants were exposed to women already in non-traditional occupations via the movie "Deal Me In," shown in the introductory session, and the video film featuring five Tallahassee, Florida women in such occupations, shown in

Unit VII. Second, they were given the opportunity to become aware of all of their own skills and interests that might qualify them for a certain range of jobs (Unit IV). And third, they were encouraged to investigate a variety of non-traditional jobs of interest to them using the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook* in Unit V. It was thought that this self-awareness and exposure to a wide variety of occupations, including women in non-traditional occupations, would have the effect of encouraging the participants to select their career from a wide range of options.

Illusion of Incompetence

The second major theoretical area is the "illusion of incopetence" described by Langer (in press). This idea is defined as a self-induced dependence by which an individual comes to believe that (s)he is incapable of performing a task, even though (s)he has actually experienced repeated success at the task in the past. A person may come to this belief in any of several ways, among which are: 1) being assigned a label that connotes inferiority to another person, 2) having people do things for him/her (which (s)he is capable of doing him/herself), and 3) experiencing him/herself in a subserviant position. Any of these experiences may induce women to believe themselves incapable of performing tasks which they actually do have the ability to perform.

The feeling of being incompetent can come about even in individuals who have learned to perform tasks successfully. Langer (in press) describes a state of "mindlessness", which can come about when an individual has attained complete mastery of a task to the point where the precise steps required for performing the task are automatic and no longer consciously known. In such cases, if the person tries to spell out the specific steps and is unable to do so, (s)he may inappropriately infer incompetence. Thus, women who have successfully mastered occupational tasks can come to see themselves as incompetent, especially if they are to perform the task in a new setting, even when they are actually quite masterful.

This perception/illusion of incompetence can have particularly serious effects on women who aspire to enter non-traditional jobs because in life, generally, they may bear negative labels, have people (i.e., men) do things for them, and experience themselves in subserviant positions (to men). And these experiences are likely to be repeated and augmented once they begin a non-traditional job. So even though they may be trained and completely competent to do the job, they may believe themselves to be incompetent.

In the treatment program, several techniques were employed to attempt to counteract the illusion of incompetence. In Unit II some myths regarding working women were explored, along with the reality of each situation. This activity was designed to help the participants to realistically evaluate some of the prevailing social attitudes toward women and to develop a more positive perception of themselves in a working role. Unit IV, with its examination of the results of the personality, values, and interest inventories, gave participants the opportunity to recognize and discuss with each other their own personality characteristics and strong points in relation to potential career choices. In assessing their own skills and attributes in this and in later units, they were encouraged to consider realistically all the competencies they had learned, even those acquired from non-paying jobs. In Unit VI (p. 3.178) the concept of the illusion of incompetence was discussed explicitly, with illustrations designed to encourage participants not to understate themselves on skills and capabilities they had which could be useful on a non-traditional job.

Further illustrations of perceived incompetence were presented in Unit VIII (p. 3.248), suggesting that relinquishing responsibility for a given task to a co-worker can lead to the loss of confidence in one's ability to perform that task. It involves the inaccurate perception that one is unable to perform a given task, and that if one believes (s)he is incompetent (s)he will also behave in an incompetent manner. It was hoped that this insight might lead participants to assess their skills more realistically.

Learned Helplessness

Women who have encountered barriers in attempting to enter a non-traditional occupation may begin to feel powerless to overcome the obstacles. When individuals repeatedly find that their attempts to achieve a goal are not being rewarded, they may experience a phenomenon described as "learned helplessness" (Cohen, Rothbart, and Phillips, 1976). This involves the perception that reinforcement occurs independent of the individual's actions, and thus (s)he may feel helpless in getting into any occupation that is different from those normally considered as being appropriate for women.

This phenomenon was dealt with in the treatment program by attempts to include activities which would allow the participants to experience feelings of control over a career development situation. In Unit I, for example, participants began to identify the rewards and the costs of entering a non-traditional occupation and to evaluate the consequences of letting others make career decisions for them. This process was the beginning of an active decision-making role which the participants could practice throughout the educational program and use to their advantage in career development. The entire treatment progam stressed letting the participants discover their own ways of getting the knowledge and skills they would need in order to achieve the goals they set for themselves. It was thought that the experience of having control over their own progress in the program would be more useful than the acquisition of any information that was handed to them without any initiative on their part. If the facilitators had told the participants what to do and where to go to get information about jobs, the program would have constituted simply one more reinforcement of the expectation that women will be unable to control their own career development.

Locus of Control

A concept closely related to the ideas of learned helplessness and the illusion of incompetence is the construct of internal-external (I-E) locus of control described by Rotter (1966). I-E control is viewed as a continuum of individual differences which expresses the extent to which an individual believes that reinforcements occur as a consequence of one's behavior (internal) or as a function of impersonal factors such as situation, luck, or chance (external). The internally oriented individual tends to take responsibility for his/her life and to be active in attempts to control the environment. The externally oriented person, on the other hand, perceiving outside forces in control of life, tends to be more fatalistic and allows things to happen to him/her instead of causing things to happen.

Within the context of a discussion of women entering nontraditional careers, the I-E construct has some important implications. If women are to break through the personal and societal barriers that exist, it would seem that they would have to first perceive that they have some power to change "the way things have always been." If they see their careers at the mercy of forces outside themselves, they are not likely to attempt to take any personal initiative toward changing their own or other's attitudes. The belief in one's own inability to actively control one's career development will have a decidedly negative effect on females in particular, since they will be competing with males who would have reasons to feel a high degree of personal control over job acquisition in a traditionally male-dominated field.

Some strategies employed to overcome some of the effects of external control were adapted from Mink & Roueche (1975), who outlined a treatment program designed to assist participants in learning to assume more control over their lives (become more internally oriented). One of the strategies utilized in their training for internality program is to help participants get in touch with what they want to do (as opposed to what others think they should do). This same strategy was applied in the Non-traditional Careers Program (Unit III, p. 3.59). Participants were asked to list occupations and activities they were interested in, and it was stressed that they stay in touch with what they wanted rather than what they thought others expected of them. This personal preference orientation was emphasized throughout Unit III.

Mink & Roueche (1975) also emphasized in their training for internality that it was very important for participants to select realistic goals, especially at first, in order to be able to experience success. This method was incorporated into the current treatment program by means of stressing to participants that the long-term goals they selected must be realistic in order to be useful (Unit III, p. 3.74). Before finalizing a long-term goal, they were instructed to ask "Can I attain it?" as a measure of whether or not the goal was realistic. To reiterate, the purpose here was again to allow the participants to experience success in order to feel a sense of control over their career development.

A final observation offered by Mink & Roueche (1975) in the realm of locus of control was that when participants experience caring and success, they attribute more internal control over reinforcements to themselves. In line with this observation, the workshop staff attempted to foster an atmosphere of caring and support in the groups, and encouraged participants to share their successes with the rest of the group. It was hoped that once this cycle of caring and success was set in motion, other group members would begin to feel more control than before, and would experience some success in moving toward occupations they wanted to enter.

Career Development Theory

The model (see Apendix H) which provided the theoretical foundation for the treatment program was based upon a developmental self-concept theory of career choice. Viewed from this perspective, career choice is an ongoing process which involves progressive development from general career fantasies to specific, realistic career choices (Herr, 1970; Herr & Cramer, 1972). An individual makes this progression by gaining awareness about him/herself and about careers that are available. As one becomes more knowledgeable about his/her own abilities and interests, it becomes possible to filter out those careers which are not realistic choices.

Some early research on career choice as a developmental process was done by Ginzberg, Ginsburg, Axelrad, and Herma (1951), who asserted that occupational choice is not a single decision, but an ongoing series of decisions. Ginzberg, et al., labeled three phases in the vocational choice process: 1) fantasy, 2) tentative, and 3) realistic, following a general to specific progression. That is, the three phases act as "screens" by which choices are narrowed, and the choices become sequentially more realistic and specific as the individual gains maturity based on knowledge of self and occupations. Thus, it would seem to be implied that self-knowledge and career exploration would lead to increased occupational maturity, i.e., more realistic job choice.

Self-concept is involved in career choice in that individuals are thought to select careers which fit their own perceptions of themselves. Closely associated with the self-concept theory of career development are the ideas of Donald Super, who has proposed that a person will choose a career which will allow him/her to function in a role consistent with his/her self concept (Super, et al., 1963). Thus, a person with a relatively low self-concept might tend to choose a career with rather low status and remuneration, and a person with a high self-concept might select a professional career.

Other writers have taken different views of self-perception and occupational choice. Korman (1966, 1967, 1970), for example, has proposed that individuals choose occupations that are congruent with their own self-perceived abilities. In other words, individuals who consider themselves to be competent tend to seek out situations where they think they will perform competently, and individuals who consider themselves incompetent are likely to choose situations in which to demonstrate their incompetence. Thus, a person with a low self-concept may aspire to a high-level job so (s)he can feel good about failing. Jones (1977) discusses the phenomenon of the self-fulfilling prophecy, noting that an individual's expectation of success or failure is probably a more accurate predictor of actual performance than the individual's objective ability.

Super (1969) has focused upon two stages of career development and divided them further into substages:

1) exploratory
   a) tentative
   b) transition
   c) trial

2) establishment
   a) trial
   b) stabilization
   c) advancement

As in Ginzberg, et al's stages, the progression from tentative to stable, general to specific can be seen. Presumably an individual might try a large number of jobs, gradually narrowing down the choices to one which seems to fit. And this process of progressing through a number of trial careers and then stabilizing may be repeated several times in one's life.

Implicit in the self-concept approach to career development is the proposition that a person is not tied to a given level of self-concept, but has the ability to change and thus increase the number and range of available career options. Thus, an individual with a low self-concept is not relegated to low occupational achievement for the rest of his/her life, but has the ability to change for the better. This proposition, taken together with the idea that individuals progress in career choice via knowledge of self and of available occupations, makes developmental career choice theory a dynamic perspective. In other words, the individual is not tied to a set of fixed traits, but can and does change to facilitate his/her own career development.

These principles from developmental career choice theory were applied in the experimental treatment program primarily in Units IV, V, & VI. Unit IV stressed self-knowledge, utilizing the Holland (1972) Self Directed Search, the Myers-Briggs Type Indicator (Briggs, & Myers, 1962), and the Super (1970) Work Values Inventory. The use of these instruments was intended to help workshop participants know more about themselves in order to move toward more specific, realistic job choices.

Increased awareness of available careers was fostered in Unit V, which featured the use of the Dictionary of Occupational Titles (U.S. Department of Labor, 1977a), and the Occupational Outlook Handbook (U.S. Department of Labor, 1978). Participants were given time and assistance to look through these publications and learn about jobs they may not have known existed. This exploration was done with participants still at the fantasy stage -- looking into careers in which they had some interest. Unit VI was an effort to bring them closer to the reality phase - evaluating careers on the basis of knowledge of their own interests, aptitudes, and limitations. This was accomplished by the use of a discrepancy analysis technique. Participants compiled lists of their work values, interests, personality characteristics, and self-concept items, then determined which of these characteristics were required by occupations in which they were interested. The final step was to note the discrepancies between their own characteristics and what the job required in an effort to determine how well they fit the job.

Self-concept was addressed in Unit IV. Participants were led through activities designed to help them: 1) examine their conceptions of themselves as workers, and 2) learn how to change their self-concept. It was pointed out (Unit IV, pp. 3.101-3.102) that negative conceptions of self can be self-sustaining and self-fulfilling. As a remedial measure, techniques were introduced to help break the cycle of reinforcing one's own negative self-concepts by poor performance. The cycle, it was pointed out, works both ways; i.e., successful performance can be both cause and effect of a positive self-concept.

Thus, the central ideas from developmental career choice theory were incorporated into the design of the experimental treatment program. The intent was to assist participants in progressing from the fantasy stage to the realistic stage of the vocational choice process. Self-concept issues were addressed also, under the premise that positive changes in self-concept can lead to a greater range of occupational choices.

Decision making in career development. One aspect of change that was seen as being central to the thrust of the present treatment program was the process of making effective decisions. Without the ability to make career decisions, it would seem that any amount of career information would not be of real value to the workshop participants. For this reason, several specific decision-making components were built into the program.

The primary model for the development of the decision-making components was Greenwald's Direct Decision Therapy technique (1973). This model is predicated upon the assumption that the way people choose to be is based on some decision they made at some time in the past. Some people, for example, make the decision that they will be perfect or accommodating or different, and while their chosen mode of behavior may be dysfunctional at the present time, it was probably a rational choice at the time it was made. The problem is that the decision was never superceded by a more appropriate one when the situation changed.

Direct Decision Therapy involves changing the prior decision so that the individual's current behavior is more appropriate to his/her current situation. This change is accomplished in three basic steps: 1) the person looks for the past decision that is influencing his/her current behavior and attempts to find out the context in which the decision was made; 2) he/she determines what payoffs/advantages there are in maintaining the present behavior;

3) he/she decides whether or not to change. This decision includes an analysis of available alternative behaviors, with their potential payoffs and consequences. Greenwald stresses that it is important for people to make this decision on their own, as opposed to being pushed into it by someone else. By making the decision themselves, they can learn how to deal with life in general; otherwise, they learn to deal with only one specific situation (Greenwald, 1973, p. 17).

The development of decision making skills was given considerable emphasis in several units of the present treatment program. Individual responsibility in decision-making was stressed throughout the workshop experience. In Unit I, for example, the idea was put forth that there is no such thing as "no decision." It was stated that making no decision is really a decision not to decide (Unit I, p. 3.17). This perspective places responsibility squarely on the shoulders of each individual and suggests an active role in managing one's career.

Greenwald's (1973) Direct Decision Therapy model was applied throughout the program, with attempts to have the participants progress through each of the three steps listed above. First, by way of getting in touch with any past decisions that might influence current career behavior, participants were led in a discussion of early sex role stereotyping and attitudes they had learned and accepted concerning women's occupational choices (Unit II). As a second step in following the Direct Decision Therapy

Model, they looked at the advantages and disadvantages of remaining in sex-stereotyped occupations (Units I, III, V, & VI). And finally, throughout the treatment program the participants were given the opportunity to decide whether or not to change from traditional to non-traditional occupations. Care was taken to let them arrive at all decisions on their own, free from pressure by workshop facilitators.

Summary

The design and development of the treatment program to help women overcome the personal-social barriers to entry into male-dominated occupations, was built upon five major areas of theoretical consideration. First among these areas was the sex-role stereotyping process experienced by young children in our society. Such concepts as occupational foreclosure (Looft, 1971), homogenization (Bem & Bem, 1973), and sex stereotyping of occupations was taken into account in developing the program. Attempts were made to help participants understand the process of sex role stereotyping in their career development.

The next theoretical issue addressed was learned helplessness, described by Cohen, Rothbart, and Phillips (1976). Related to women's career development, this involves the perception that a woman is helpless in entering any occupation that is normally considered a "man's job." Closely related to this concept was the illusion of incompetence, as suggested by Langer (in press). This idea involves a young woman's belief that she is incapable of performing a certain task, even though she may have experienced success in the past.

A fourth consideration, also closely related to learned helplessness, was the construct of locus of control of reinforcement (Rotter, 1966). Internal-external (I-E) control involves the extent to which a person perceives that she does (not) have control over her life. An externally oriented female would tend to feel she could not enter a non-traditional occupation because she has little control over her own career development. Mink & Roueche (1975) have outlined a treatment program to assist participants in learning to control their lives, and some of their strategies were adapted to the present treatment program.

A major consideration in the planning of the program was the area of developmental career choice theory. It was pointed out that several notable career development theorists (Ginzberg, et al., 1951; Super, 1963; Super, et al., 1969) have viewed the career choice process as an ongoing progression of decisions, through which individuals move toward more specific, realistic career choices. The major elements in this process are self-concept, knowledge of self, and awareness of available occupations. A large part of the treatment program was designed to facilitate the participants' progression through this process.

Finally, a considerable amount of time and effort was put into decision-making skills, with the hope that the participants would be able to become more active in their own career development.

The model used was Greenwald's (1973) Direct Decision Therapy.

Method

Identification of Population

The target group was the population of females within the three selected Community/Junior Colleges who expressed an interest in obtaining training for non-traditional occupations. Computer printed labels were obtained for the female student populations in each of the three colleges. A brochure (see Appendix I) designed for the purpose of announcing the program was mailed to each female student included on the computerized mailing list. In addition, the brochure was distributed to various localities (e.g., Women's Centers, Civic Centers, Community Service Centers, Shopping Malls, etc.) throughout the communities. Interested women were asked to fill out registration forms included with the brochure and mail them to their respective colleges.

A list was made of the responding women at each Community/Junior College. Respondents at each site were randomly assigned to experimental, control and alternate groups. Alternate groups were established to replace those selected respondents in the experimental and control groups who were unable to participate. It was felt by the developers of the experimental treatment program that the maximum number of participants receiving the treatment program at any one time should be limited to twenty. Thus, the total number expected to participate for the three experimental groups and the three control groups was one hundred twenty.

Letters (see Appendix J) were mailed to selected participants designating meeting time and places. It should be noted that, in order to avoid a Hawthorn effect, participants were unaware of the experimental nature of the program. Participants selected for experimental or control group who were unable to participate were replaced from the pool of alternates. Thus, randomly selected participants for each experimental and control group numbered as close to twenty as possible.

A total of 127 females between the ages of eighteen and sixty-one were randomly selected from a total of 356 women who met the criteria. A total of 35 experimental participants and 34 control participants completed the posttests. The 50% mortality rate within the experimental group was largely due to conflicting time commitments such as attending required courses. The 40% mortality rate within the control group was probably due to the fact that the experimental design included a seven-week postponement of the program presentation for these participants.

Apparatus

The materials used to conduct this research project included: 1) the previously described brochure and group assignment letters; 2) an educational treatment program; 3) a pretest/posttest instrument and standardized instructions; and 4) a follow-up instrument.

Educational treatment program. An educational treatment program developed to assist women to overcome barriers to entering non-traditional careers, is comprised of 236 pages of instructional material and can be used for self-directed study or in workshop settings. The basis for the development of the educational program was a model for facilitating career development designed by the staff (see Appendix H). Course materials consisted of eight printed units, containing text, exercises, resources, and references. Other media used included films, video tapes, slides, tape recordings, and a variety of U. S. Government publication.

A technique that was used extensively throughout the workshop and considered vital to the process of change was the use of small discussion groups. By sharing their ideas, fears, experiences, and problems in small groups of four or five, it was believed that women participants could better understand their own problems and also learn that many other women have the same problems.

Efforts were made by the staff while writing and conducting the educational program to: 1) personalize the material, and 2) present the material so that participants could use it again. Personalization of the material was done by using small discussion groups and by the inclusion of activities that called for the identification of the participants' personal barriers involved in their choice of a non-traditional career. The program stressed letting the participants discover their own way of getting the knowledge and skill they would need in order to achieve the goal they set for themselves. It was thought that the motivation and skill gained in this way would be more durable than if all the information were handed to them without any initiative on their part.

As a first step in the program a unit on decision-making was presented. The intended outcome was to improve the participants' decision-making skills as well as to get them to decide whether or not to participate in a workshop designed to help women overcome the barriers to entering non-traditional careers. In discussing decisions, the direct decision therapy model (Greenwald, 1973) was illustrated. In this model, the costs and reqards associated with each option in a decision are identified and analyzed. By using this process, an individual can better anticipate what (s)he stands to gain and what (s)he stands to lose by making a decision. In the educational program, it was stressed that each person must take full responsibility for her own decisions, and that "not deciding" is really a decision not to decide.

In the next unit, participants identified external forces that might interfere with their choice to enter a non-traditional career. This process involved evaluating their own willingness to combat such interference, as well as learning about roles and sex stereotyping. The influence of early socializing was emphasized, and some popular myths about working women were explored.

Further work on decision-making was done in the following unit, with the goal of helping the participants become aware of the consequences of letting others making their decisions for them. Questions asked were: "Whose responsibility is it to take control of my career development?" "Who do I want to plan my career?" "How can I have control over my own career?" Work was begun on setting personal career goals, with the distinction made between long-term, intermediate, and short-term goals.

After the decision-making stage, participants were ready to begin making a tentative job choice by: 1) learning about their own skills and personal characteristics; and 2) identifying job requirements of certain occupations. As aids to helping the participants learn some things about themselves, the Myers-Briggs Type Indicator (1962), Super Work Values Inventory (1970), and the Holland Self-Directed Search (1972) were administered. With the results of these instruments as a starting point, participants were encouraged to explore and discuss their own personality characteristics, skills, values, interests, and self-concept.

The next step involved using the Dictionary of Occupational Titles (DOT) and the Occupational Outlook Handbook, both U. S. Department of Labor publications, to explore various occupations and learn what skills are required, what is the nature of the work, working conditions, etc. As part of their research, the participants were asked to determine which values would be satisfied by each job and what personality type would be most likely to be successful on the job.

After spending some time learning about themselves and about some non-traditional jobs, the participants were ready to do a discrepancy analysis. In other words, they would list the skills and interests they had, compare them with those required by the job, and note the deficiencies. The same process was done in the areas of

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values and personality. The question then became: "How can I bridge the gap?" It was stressed that it is possible to make changes in one's personality, value system, and interests, although it is usually not practical to attempt radical changes in an effort to make one's self fit a particular job.

Coping with job acquisition was examined next. The skills needed to get any job were outlined, including finding employers, writing a resume, filling out application forms, and interviewing. Since specifics in all these areas could not be provided within the scope of this workshop, participants were encouraged to note skills they lacked and to find help in any problem areas. Particular attention was given to any special skills that might be needed in the search for a non-traditional job.

Finally, attention was shifted to the question of how to cope on the job once a non-traditional job is found. An important distinction was pointed out, between the hassles that men on the job give new employees because they are women, and the hassles that men give new employees just because they are new employees. Some of the skills presented as important to women in coping on non-traditional jobs were: 1) effective communication; 2) assertiveness; and 3) coping with stress.

The last step in the educational program was a summary listing by participants of all the goals they had set for themselves in the workshop, along with an indication of when they planned to accomplish each goal. Thus, participants were given, during the course of the educational program, the opportunity to progress from interest in the possibility of entering a non-traditional job, through an analysis of the barriers, increased self-knowledge, exploration of job requirements, and a summary of the necessary job acquisition skills, to the point of setting actual goals for acquiring the skills necessary for entering a specific job.

Pretest/posttest instrument. The pretest/posttest instrument (see Appendix K) was based upon the Survey of Women's Attitude About Careers originally developed as part of the identification of deterrents to entering non-traditional occupations (Thomas, et al., 1979). Due to the excessive length of the original survey, a reduced version was developed for use as a pretest/posttest measure. The criteria for item inclusion were: 1) each item showed 40% or more agreement or strong agreement, i.e., was considered a deterrent to entering non-traditional occupations by women in traditional occupations; and 2) each of the 17 orthogonal factors identified by Thomas, et al. (1979) was represented by at least three items. If factors were not represented, as the result of the 40% cut off point, the highest loading items were included regardless of the level of deterrence indicated. The internal consistency of this instrument was .97 while the average item test-retest reliability was .41.

In addition to the deterrent statements, the pretest also inincluded Rotter's Internal-External (I-E) Scale (Rotter, 1966), and Thomas' Career Development Responsibility Scale (Thomas, 1974b). The Rotter I-E contains 23 pairs of bipolar statements which are scored for externality. The Career Development Responsibility Scale was developed to measure the degree to which reinforcement in terms of success in career preparation-acquisition-performance situations is considered to be contingent on an individual's own behavior. The Rotter I-E yielded a Spearman Brown of .73 and a Kuder-Richardson of .70, while test-retest was .72 and .78 respectively (Rotter, 1966). The internal consistency of the Career Development Scale was .67, and content and criterion-related validity were also established for this instrument (Thomas, 1974b).

The use of internality-externality measures provided the opportunity to examine the effects of locus of control on the deterrents to entry variable. A personal information sheet was included to provide for responses needed to classify respondents into subgroups of those who had: 1) seriously considered; 2) considered only a little; or 3) not considered entering a non-traditional occupation. Thus, the pretest provided an instrument with which to evaluate the personal and societal barriers that women encounter in seeking to enter non-traditional careers, and two instruments to measure the effects of locus of control variable.

Follow-up interview schedule. A standardized format (see Appendix L) was employed by the project staff to conduct the follow-up interviews. The purpose of the follow-up interview was to assess the effectiveness of the experimental treatment program in view of participants' career plans. The personalized format addressed: 1) changes made by participants as a result of specific goals; 2) application to and problems encountered in apprenticeship and training programs, as well as: 3) the degree of support received from family and friends.

Procedure

In order to obtain maximum staff efficiency, the three members of the project staff conducted all project procedures at each of the three community colleges based on a staggered schedule (see Appendix M for the schedule format). All staff members attended the educational treatment program introductory sessions and introduced themselves to the participants. However, in order to maximally utilize the staff, economize on travel time, and present the educational program in the time specified, staff members facilitated the remaining sessions separately. Each staff member was given the responsibility by the project director for three sessions, based on the member's area of expertise.

It should be noted that after the posttest was administered to the control group they also received the educational program. Thus, the educational program was delivered six times, within a sixty-nine day period, for a total of 120 instructional hours.

The procedures utilized consisted of: 1) administering the pretest; 2) augmenting groups due to experimental mortality of subjects; 3) delivering the experimental treatment program; 4) adjusting the experimental treatment program; 5) administering the posttest; and 6) conducting follow-up interviews. The experimental procedures were standardized at the three community colleges in an effort to maintain uniform experimental treatment. Specific conditions at the different sites did necessitate some minor adjustments in the standardized format, and these deviations will be noted following a discussion of the standard presentation.

Conducting the pretest. The pretest questionnaire was administered to both experimental and control groups during the same time period. However, in order to avoid contamination, control and experimental groups were tested separately. Project staff members used a written format (see Appendix N) to deliver pretest instructions to the experimental group. Participants were told that the data provided by the questionnaire would be invaluable in shaping the educational program they were to receive.

An attempt was made to avoid experimenter sex bias by rotating the administration of the pretest among the male and female staff members. Care was taken to ensure that the only material to which participants were exposed before pretesting was the information contained on the brochures. After completing the pretest, the experimental group received the introduction to the educational program. A standardized format (see Appendix O) was used by the project staff to tell the control group that due to the very large number of responses to the announcement of the workshop, the workshop presently would not be able to accommodate all of those wishing to participate; however, a second workshop would be offered. The control group was also told that after the workshop brochures were sent out, registration forms were returned very quickly and not time stamped, thus precluding the determination of who had registered first. Applicants were told that in the interest of fairness, they were arbitrarily assigned to the first and second workshop. The control group was then informed of the specific dates and times they would meet.

When pretests were distributed to the control group, staff members used a standardized format (see Appendix N) to convey information. Participants were informed that they were being asked to fill out the questionnaire (pretest) to ensure that the educational program addressed their particular needs and interests as a group.

The experimental group at each of the three community colleges reacted favorably to the pretest questionnaire. Two of the control groups reacted well to the pretest and the session change. The community college administrators were present at these meetings, and thus, were able to answer questions and offer assistance. However, one control group did not react favorably to the rescheduling of the workshop. Some of the women appeared upset that the sessions were to be held every night. Members of this group also reacted unfavorably to the questionnaire, saying it was ambiguous.

In this particular control group, a few of the women wished to know about the workshop in detail before making an effort to fill out the questionnaire. Although as many answers as possible were provided (utilizing only the same information that was given in the brochure), some questions could only be answered vaguely in order to avoid giving a treatment effect. One participant refused to complete the questionnaire, but most of the women appeared to accept the answers provided.

Augmentation of groups. The participants selected for the groups who did not attend the pretesting session were called by the project staff. Women who were no longer interested were replaced from the pool of alternates. Those women interested in participating were told that workshop facilitators would need to give them information regarding the program as well as obtaining some information from them. Participants were then told where and when they should meet with facilitators.

This procedure was followed for both experimental and control groups. Pretests and instructions were administered in the previously specified manner. Thus, attempts were made to ensure that the size of the experimental and control groups at each of the community colleges was kept as nearly as possible to twenty participants.

Delivering the experimental treatment program. The treatment program consisted of an introductory session (given immediately after the pretest) and a series of eight two-hour workshops, each to be facilitated by a member of the project staff, and limited to a maximum of twenty participants. Thus, for the experimental groups, nine two-hour sessions were conducted twice weekly over a period of five consecutive weeks.

Sessions delivering the educational program to the control group were held at the conclusion of the experimental group's treatment program, and after each group had been posttested. The control group sessions were conducted each week night for two hours during a two-week period.

Adjustments in experimental group treatment program. At each of the community colleges, some adjustments had to be made. One of the major adjustments seemed to be adjusting the length of the unit to the two-hour session allotment. In some units, there appeared to be too much material to complete in the two-hour session. Exercises often had to be completed by the women at home simply because there was not enough time to complete them in class. Some minor adjustment had to be made in the delivery sequence of Unit Two due to equipment problems. In addition, the scheduling of one session had to be changed from a weekday to a Saturday. This prevented some of the women from attending that session.

It also became necessary to make several adjustments in the program itself. One of these occurred in Unit Five, which consisted of learning to use the Dictionary of Occupational Titles (DOT) and the Occupational Outlook Handbook. This material was somewhat technical, and in the first experimental group, there were not enough DOT's and Handbooks to adequately serve the group. The facilitators felt that not enough time was allotted to work with the DOT and Handbook due to the lengthy background information included in these references. However, with the last two groups, the session was restructured to start the session with the DOT and Handbook.

The instructions in Unit Six presupposed that participants would have explored and completed a fact-finding sheet on their chosen occupation, outside of class time. They were to use the DOT, Handbook, on-site visits, want-ads, employment agencies, etc. It was discovered that few of the participants of the first group completed the assignment. Many of the women felt they did not have the time to do this exercise outside of class. Thus, adjustments had to be made within the last three units for this particular group. Participants were encouraged to complete the assignment and were given additional time and information. Therefore, the session was revised for the remaining two experimental groups enabling the completion of this exercise within the class. In summary, all the adjustments were made in a way that would ensure that the treatment was standardized as nearly as possible and presented consistently in the selected sites.

Administering the posttests. Posttesting was conducted for both the experimental and control groups using the Survey of Women's Attitudes About Careers (Thomas, et al., 1979). The experimental group was tested at the concluding session of the program. After the treatment program was completed, participants were told that their assistance was needed in order to evaluate whether or not the workshop accomplished what it was designed to do. A standardized format (see Appendix P) was used to inform the participants that by completing the questionnaire, they would be providing the necessary information to accomplish this evaluation. In addition, participants were asked to fill out a more personalized evaluation form (see Appendix Q). Participants were told to please feel free to write any comments and/or recommendations, whether they were positive or negative, on the latter evaluation form.

The control group was posttested within a week of the experimental group. Using a standardized format (see Appendix R), the project staff told participants that the primary goal of the workshop was to provide an educational program designed to address the needs of women considering non-traditional occupations. Participants were further told that by completing the questionnaire, they would be providing the workshop facilitators with an update of the necessary information to ensure that the program addressed their concerns. After the completion of the posttest, the participants were informed that they had been involved in an educational experiment as the control group. The participants seemed pleased that they had been of service. They were then informed that the educational program in which they were participating was being offered to them in return for their services, i.e., the providing of control group data. The workshop sessions were then presented as planned.

Conducting the follow-up. Each of the pretested women in the experimental group who attended four or more sessions was contacted for a follow-up interview. Using a standardized format (see Appendix L), project staff conducted the six week follow-up to assess the effectiveness of the experimental treatment program, in view of the participant's career plans.

The interviews were usually held at the college where the instructional program took place. Every effort was made to interview participants at their convenience. This often entailed evening interviews, and on occasion, project staff going to the participant's home. Throughout the interview, and at the conclusion of each section, participants were asked to give additional comments if they wished to do so. Thus, the length of the interview ranged from fifteen minutes to one hour, depending upon the individual participant.

Data Analysis

The analysis of data collected before and after the treatment program addresses two objectives. The first objective concerns the evaluation of the reliability of the survey instrument. The second objective is to ascertain the impact of the experimental program on the participants.

Two forms of reliability were used to evaluate the survey instrument. Internal consistency was computed (coefficient α) using all pretest data, and test-retest reliability was established using pre and posttest data from the control group.

In order to insure that experimental and control groups were comparable, given the attrition in both groups, a set of 2 X 2 X 3 analyses of variance on subscale scores obtained from the Survey of Woman's Attitudes About Careers (SWAC) were performed. Subscale scores were obtained by computing the sum of item responses for each factor identified in the factor analysis procedure (See Section 2 of this report). Mean subscale scores on the pretest were compared across location of program, treatment group and presence or absence of posttest in order to assess whether or not there was differential attrition across treatment groups.

The major analysis for the assessment of treatment program impact was an analysis of covariance. A 2 X 3 analysis of covariance for each item of the SWAC was performed to examine differences in mean response to posttest across three locations of the treatment program and between experimental and control groups. Scores on the pretest were used as covariates. Any significant differences ($p \leq .05$) among means were followed by comparisons between means using Newman-Keuls Multiple Comparison Technique.

Occupational goal statements were coded according to whether they were specific (indicating a specific occupation) non-specific (indicating a general area of interest); or undecided. A Chi Square analysis was used to determine if the frequencies of changes in these statements (toward more specific) from pretest to posttest were significantly different for the experimental and control groups.

Two 2 X 3 analyses of covariance were employed to examine differences in the total score on the Career Development Responsibility Scale (CDR) and the Rotter I-E Scale across three locations of the treatment program and across experimental and control groups. Pearson Product Moment correlations were also computed to examine the relationships between change scores (posttest score - pretest score) on these scales and change scores on the survey instrument for the experimental and control groups. In addition, descriptive statistics were utilized to examine data collected from follow-up interviews and subjective program evaluations completed by the participants.

Results and Discussion

Attrition Rates

The total original sample of participants, i.e., individuals who took the pretest, was 127 with 70 of these making up the experimental group and 57 comprising the control group. Community/Junior College I (CJCI) had a total of 51 women taking the pretest; 25 in the experimental group and 26 in the control group. Community/Junior College II (CJCII) had 23 in the experimental group and 18 in the control group for a total of 41 individuals taking the pretest. Community/Junior College III (CJCIII) had a total of 35 women taking the pretest; 22 in the experimental group and 13 in the control group.

There was an overall attrition rate of 40% for the control group with 23 women not taking the posttest out of the 57 women who took the pretest. Attrition for the control group will be considered in terms of women who took the pretest but did not take the posttest. Of the 26 women in the control group who took the pretest at CJCI, 13 did not take the posttest which resulted in a 50% attrition rate. CJCII had an attrition rate of 44% in the control group with 18 women taking the pretest and 8 of these not taking the posttest. A 15% attrition rate in the control group was found at CJCIII with 13 women taking the posttest (see Table 12).

Attrition for the experimental group will be considered in terms of women who: 1) took the posttest, attended three or fewer sessions and did not take the posttest; and 2) took the pretest, attended four or more sessions and did not take the posttest. Of the 25 women in the experimental group at CJCI who took the pretest 32% (8) attended three or fewer sessions and did not take the posttest and 20% (5) attended four or more sessions and did not take the posttest. Therefore, there was a 52% (13) attrition rate for the experimental group at CJCI. The experimental group at CJCII had an attrition rate of 57% (13 women) out of the 23 women who took the pretest. For those women who attended three or fewer sessions 35% (8) did not take the posttest. For those who attended four or more sessions 22% (5) did not take the posstest. Of the 22 women in the experimental group at CJCIII who took the pretest, 32% (7) attended three or fewer sessions and did not take the posttest and 9% (2) attended four or more sessions and did not take the posttest. Thus, the experimental group at CJCIII had an overall attrition rate of 41% (9 women). A total of 70 women in the experimental group took the pretest. Thirty-three percent (23) attended three or fewer sessions and did not take the posttest, and 17% (12) attended four or more sessions and did not take the posttest (see Table 12).

Due to the attrition, the final sample of women taking both the pretest and posttest was 69; 35 in the experimental group and 34 in the control group. CJCI had a total of 25 women with 12 in the experimental group and 13 in the control group. Twenty women at CJCII took the pretest and the posttest, 10 in both the experimental and control groups. CJCIII had a total of 24 women, 13 in the experimental group and 11 in the control group.

In order to determine if there was differential attrition across

Table 12

Frequencies and Percentages of Attrition by Treatment Group and Program Location

			Attended 4 or more Sessions		Attended 3 or fewer Sessions		
		Took Pretest	Took Posttest	Didn't take Posttest	Took Posttest	Didn't take Posttest	Total Posttest
CJC I	E*	25	12(48%)	5(20%)	0(0%)	8(32%)	12(48%)
	C	26	12(46%)	2(8%)	1(4%)	11(42%)	13(50%)
	T	51	24(47%)	7(14%)	1(2%)	19(37%)	25(49%)
CJC II	E	23	10(43%)	5(22%)	0(0%)	8(35%)	10(43%)
	C	18	1(6%)	0(0%)	9(50%)	8(44%)	10(56%)
	T	41	11(27%)	5(12%)	9(22%)	16(39%)	20(49%)
CJC III	E	21	13(59%)	2(9%)	0(0%)	7(32%)	13(59%)
	C	13	7(54%)	0(0%)	4(31%)	2(15%)	11(85%)
	T	35	20(57%)	2(6%)	4(11%)	9(26%)	24(69%)
Overall	E	70	35(50%)	12(17%)	0(0%)	23(33%)	35(50%)
	C	57	20(35%)	2(4%)	14(67%)	21(37%)	34(60%)
	T	127	55(43%)	14(11%)	14(11%)	44(35%)	69(54%)

* E= Experimental
C= Control
T= Total

the experimental and control groups a set of 17 2X2X3 analyses of variance on mean pretest scores on the 17 factors (see Section 2 of this report) in the SWAC instrument, across treatment group (experimental or control), location of program and presence/absence of posttest was conducted (see Table 13). The results of major concern in this analysis were those which reflected: 1) a significant interaction of treatment group and presence/absence posttest; 2) a significant main effect of treatment group; and 3) significant main effect of presence/absence of posttest.

There were no significant ($p \leq .05$) interactions of treatment group and presence/absence of posttest which indicates there were no significant differences in mean pretest scores on factors between women who took the posttest and those who did not when blocked on treatment group. There were two significant ($p \leq .05$) main effects of presence/absence of posttest. Factor four ($F = 6.398$, df = 1, 115) is concerned with establishing priorities with regard to family responsibilities and career needs revealed that women who had taken the posttest ($\overline{X} = 17.87$) expressed greater agreement with this factor than did women who had not taken the posttest ($\overline{X} = 19.69$). A significant ($p = .02$) main effect of presence/absence of posttest was also observed for Factor 15 ($F = 5.843$, df = 1,115) which is concerned with fear of failure and/or dissatisfaction in a non-traditional job and/or training program with women who had taken the posttest revealing greater agreement with this factor than those who did not take the posttest ($\overline{X} = 37.68, 40.95$, respectively). A significant ($p = .04$) main effect

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of treatment group was found for Factor three ($F = 4.231$, df = 1, 115) which represents reinforcement of the stereotyped female role by the family. Newman-Keuls follow-up comparisons indicated that the differences between groups was not of sufficient magnitude to be statistically significant.

There were five other statistically significant findings in these analyses. Since they are of little importance to the question of differential attrition across treatment groups they will be presented briefly (see Table 13). Significant ($p \leq .05$) interactions of program location and presence/absence of posttest were observed for: 1) Factor three ($F = 3.135$, df = 2, 115) which is concerned with reinforcement of stereotyped female role by the family; 2) Factor twelve ($F = 3.000$, df = 2, 115) which represents college education for women; and 3) Factor fourteen ($F = 3.395$, df = 2, 115) which is concerned with superiority of men in non-traditional jobs. Factor eight which is concerned with a woman's self-concept as a working professional revealed a significant ($p = .04$) main effect of program location ($F = 3.413$, df = 2, 115).

Overall, the results of this analysis do not suggest that there is differential attrition across treatment groups since there were no significant interactions between presence/absence of posttest and treatment group. The significant main effect of presence/absence of posttest suggests there may be differences between those women who took the posttest and those who did not, however, these findings suggest that these differences are probably randomly dispersed across

Table 13

Mean Pretest Scores on Seventeen Survey Factors by Treatment Group, Program Location, and Presence/Absence of Posttest

Grand Mean	Factor	CJCI		CJCII		CJCIII		F Ratio	CJCI		CJCII		CJCIII		F Ratio
		Experimental	Control	Experimental	Control	Experimental	Control		Posttest	No Posttest	Posttest	No Posttest	Posttest	No Posttest	
		11	21	12	22	13	23		11	21	12	22	13	23	
63.05	1	60.53	61.58	61.87	39.53	37.19	35.20	.15	58.28	63.89	59.60	67.81	65.29	64.18	.74
10.06	2	10.50	9.42 (22)	9.92	11.34 (21,13)	9.31 (22)	10.95	4.76**	9.60	10.31	10.20	10.86	9.63	9.73	.07
74.54	3	69.73	74.62	71.45	82.38	73.03	80.05	.26	72.64	71.92	67.30	84.58	76.92	73.82	3.14*
18.76	4	17.29	18.77	18.58	20.18	18.30	21.64	.01	17.00	19.12	17.40	21.27	19.21	18.64	1.54
35.21	5	34.10	32.19	35.74	37.96	35.22	38.48	1.02	32.12	34.12	35.85	37.91	35.92	37.00	.004
9.57	6	9.27	9.31	10.10	9.63	9.26	9.64	.34	9.76	8.81	8.95	10.91	9.63	9.36	2.42
7.91	7	7.92	7.35	8.62	8.24	7.72	7.98	.16	7.56	7.69	8.15	8.67	7.75	7.64	.11
9.90	8	9.13	9.31	9.78	10.30	10.43	11.75	.22	9.36	9.08	8.75	11.29	10.63	10.91	2.73
10.80	9	10.81	10.46	10.87	11.29	10.00	11.91	1.78	10.92	10.35	10.55	11.67	10.83	10.36	1.70
9.09	10	8.54	9.04	9.38	9.74	8.31	9.55	.22	8.56	9.04	8.85	10.24	9.29	8.18	1.85
12.50	11	11.52	11.69	13.17	13.73	12.74	12.84	.06	11.64	11.58	13.00	13.81	12.79	12.64	.22
11.92	12	11.69	12.31	11.90	11.21	11.88	11.04	.75	11.56	12.46	11.15	12.05	12.67	11.00	3.00*
9.91	13	10.23	9.63	9.87	9.96	9.29	10.86	2.04	9.88	10.15	9.90	9.76	10.04	9.46	.07
10.43	14	10.25	10.15	10.58	9.83	10.82	11.32	.15	10.36	10.08	8.95 (22)	11.62 (12)	10.88	10.82	3.40*
39.42	15	38.65	38.62	39.88	40.53	38.73	41.25	.06	36.52	40.73	36.40	43.95	40.13	38.18	2.10
8.83	16	8.70	8.27	7.93	9.79	9.19	9.70	2.06	8.12	8.85	8.05	9.38	9.63	9.09	1.09
7.54	17	7.32	7.62	7.88	7.78	7.43	8.68	.07	7.36	7.58	7.70	8.00	6.88	8.09	.45

Table 13 (cont'd)

Factors	Additive Main Effects A&B F Ratio	Group Treatment 1	Group Control 2	F Ratio	CJCI 1	CJCII 2	CJCIII 3	F Ratio	Presence/Absence of Posttest Post-test 1	Presence/Absence of Posttest No Post-test 2	Ratio
1	1.22	62.49	63.93	.61	61.08	63.71	64.74	1.09	61.10	65.36	3.16
2	1.56	9.96	10.26	.58	9.95	10.53	9.68	1.42	9.78	10.40	2.30
3	1.76	71.69 (2)	78.37 (1)	4.23*	72.28	75.94	75.37	.98	72.58	76.86	2.36
4	2.70*	18.19	19.69	3.58	18.06	19.34	18.92	1.46	17.88 (2)	19.81 (1)	6.40**
5	1.53	35.05	36.88	.36	33.13	36.88	36.46	2.56	34.52	36.03	1.33
6	.31	9.57	9.55	.01	9.28	9.93	9.50	.55	9.48	9.67	.13
7	.97	8.10	7.73	.88	7.63	8.41	7.69	1.32	7.80	8.03	.13
8	2.10	9.80	10.08	.73	9.22	10.02	10.77	3.41*	9.62	10.22	2.50
9	.62	10.61	10.99	1.23	10.64	11.11	10.60	.66	10.78	10.83	.03
10	1.46	8.80	9.44	2.69	8.80	9.55	8.74	1.24	8.90	9.31	1.15
11	1.37	12.46	12.56	.14	11.61	13.41	12.72	2.70	12.44	12.59	.12
12	.34	11.87	11.96	.10	12.01	11.60	11.83	.53	11.83	12.03	.36
13	.15	9.80	10.08	.34	10.02	9.83	9.75	.08	9.94	9.88	.02
14	.96	10.63	10.15	.39	10.22	10.28	10.85	.77	10.13	10.78	2.01
15	1.65	39.36	39.95	.18	36.63	40.18	39.16	.53	37.74 (2)	41.41 (1)	5.84*
16	1.50	8.64	9.12	1.55	8.48	8.72	9.36	2.03	8.62	9.09	2.00
17	.60	7.53	7.60	.02	7.47	7.85	7.48	.44	7.29	7.83	1.23

the two treatment groups. Similarly, the significant treatment group main effect suggests there are differences between women in the control and experimental groups for Factor 3 but these differences are probably randomly distributed across the presence/absence of posttest groups.

Reliability of Instrument

Two forms of reliability were determined for the 123 item survey instrument. Internal consistency (coefficient alpha) was found to be .97 (see Table 14). An average test-retest reliability (using the control group only) was computed for the 123 items (see Table 15) and $\overline{r} = .39$ (r ranged from −.29 to .75). Test-retest reliability was also computed for scores on the 17 factors (see Section 2 of this report) and $\overline{r} = .45$ with r ranging from .29 to .65 (see Table 16).

Program Impact

A set of 2 X 3 analyses of covariance on mean posttest scores on items in the Survey of Women's Attitudes about Careers (see Appendix C) were employed to evaluate the impact of the educational program on participants. Item scores on the SWAC pretest were used as covariates. Mean posttest scores were blocked on location: CJCI, CJCII, and CJCIII; and group: experimental and control.

Twenty-four of the 123 items in the survey instrument revealed a significant ($p \leq .05$) interaction between group and location (see Table 17). Nineteen of the 24 items reflect one or more of three interaction patterns. For eleven items (H-3; I-3,4,8; M-1; S-4,7,10; and T-1,4,7) mean response for CJCII is consistently higher (less

Table 14

Pearson Correlation Coefficients of Each Item with the Sum of all Other Items

Item	Pearson r	Probability	Mean	Standard Deviation
A				
1	.44	.001	3.11	1.27
2	.40	.001	2.56	1.15
3	.48	.001	3.30	1.11
4	.47	.001	3.34	1.21
5	.49	.001	3.42	1.31
6	.52	.001	3.21	1.30
7	.43	.001	2.21	1.27
B				
1	.40	.001	3.12	1.33
2	.49	.001	3.13	1.25
3	.44	.001	2.12	1.02
4	.47	.001	2.19	1.03
C				
1	.43	.001	2.35	.99
2	.46	.001	2.57	1.05
3	.51	.001	2.27	1.03
4	.67	.001	2.52	.99
5	.27	.001	2.01	.91
D				
1	.34	.001	2.61	1.02
2	.51	.001	2.74	1.13
3	.52	.001	2.23	.99
4	.50	.001	2.55	1.04
5	.54	.001	2.63	.98
6	.51	.001	2.76	1.00
7	.46	.001	2.52	1.04
8	.47	.001	2.35	1.00
9	.28	.001	2.68	.95
10	.48	.001	2.60	1.06
E				
1	.44	.001	3.19	1.21
2	.45	.001	3.19	1.09
3	.38	.001	3.19	1.14
F				
1	.43	.001	3.54	1.17
2	.50	.001	3.39	1.13
3	.39	.001	3.50	1.13

Table 14 (cont'd)

Item	Pearson $_r$	Probability	Mean	Standard Deviation
F				
4	.39	.001	3.02	.98
5	.32	.001	2.91	1.18
6	.44	.001	2.35	1.04
7	.51	.001	2.28	.95
8	.44	.001	3.82	1.07
9	.52	.001	3.39	1.08
G				
1	.01	.475	3.16	1.10
2	.47	.001	2.43	1.05
3	.30	.001	2.35	.90
4	.54	.001	2.57	1.15
5	.51	.001	2.83	1.20
H				
1	.34	.001	2.74	1.15
2	.57	.001	2.76	1.17
3	.34	.001	2.92	1.15
I				
1	.43	.001	2.37	.92
2	.58	.001	2.90	1.08
3	.54	.001	2.40	1.03
4	.55	.001	2.80	1.12
5	.55	.001	3.39	1.05
6	.53	.001	3.06	1.18
7	.57	.001	3.12	1.06
8	.59	.001	2.11	.87
9	.42	.001	2.54	1.01
J				
1	.52	.001	2.55	1.07
2	.62	.001	2.62	1.17
3	.32	.001	2.94	1.11
K				
1	.43	.001	2.66	1.09
2	.47	.001	2.54	1.15
3	.47	.001	2.50	1.01
L				
1	.31	.001	4.17	1.16
2	.25	.002	3.85	1.27
3	.33	.001	3.90	1.08

Table 14 (cont'd)

Item	Pearson $_r$	Probability	Mean	Standard Deviation
M				
1	.62	.001	3.09	1.14
2	.59	.001	3.09	1.01
3	.58	.001	2.77	.99
4	.66	.001	2.92	1.05
5	.36	.001	3.36	1.06
6	.32	.001	2.37	1.05
7	.58	.001	2.94	1.06
8	.61	.001	3.13	1.21
N				
1	.45	.001	2.56	1.18
2	.59	.001	2.98	1.18
3	.60	.001	2.92	1.20
4	.44	.001	3.45	1.07
O				
1	.50	.001	3.00	1.35
2	.14	.062	3.62	1.22
P				
1	.51	.001	2.37	1.09
2	.59	.001	2.55	1.10
3	.52	.001	2.84	1.07
4	.60	.001	2.99	1.01
5	.70	.001	2.65	1.07
6	.58	.001	2.72	1.08
7	.56	.001	2.38	1.07
8	.22	.006	3.13	1.04
9	.58	.001	2.53	1.09
10	.25	.003	3.48	1.13
Q				
1	.43	.001	2.10	.97
2	.15	.044	3.64	.98
3	.33	.001	2.92	1.02
4	.55	.001	2.39	.91
5	.42	.001	2.20	.86
6	.39	.001	2.40	.98

Table 14 (cont'd)

Item	Pearson r	Probability	Mean	Standard Deviation
R				
1	.54	.001	3.32	1.17
2	.52	.001	3.17	1.10
3	.40	.001	2.60	1.08
4	.22	.006	3.40	.89
5	.21	.008	2.65	.94
6	.52	.001	2.55	1.10
7	.62	.001	1.88	.94
S				
1	.66	.001	2.63	1.07
2	.57	.001	2.71	1.11
3	.71	.001	2.88	1.22
4	.66	.001	2.79	1.68
5	.57	.001	3.21	1.11
6	.54	.001	3.01	1.17
7	.54	.001	3.01	1.08
8	.59	.001	2.83	1.11
9	.52	.001	2.92	1.21
10	.65	.001	2.87	1.37
11	.40	.001	2.67	1.06
T				
1	.59	.001	3.43	1.03
2	.59	.001	3.26	1.19
3	.57	.001	2.75	1.23
4	.50	.001	3.19	1.11
5	.66	.001	2.71	1.07
6	.56	.001	2.83	1.18
7	.64	.001	3.24	1.23
8	.56	.001	3.09	1.16
9	.60	.001	3.12	1.21
10	.56	.001	3.06	1.11
11	.45	.001	2.92	1.21

Table 15

Test-Retest Pearson Correlation Coefficients

of Each Survey Item

Item	Pearson r	Probability
A	.58	.001
1	.27	.085
2	.43	.013
3	.45	.009
4	.17	.203
5	.45	.009
6	.67	.001
7		
B		
1	.60	.001
2	.50	.004
3	.42	.014
4	.50	.004
C		
1	.50	.004
2	.29	.073
3	.24	.109
4	.42	.015
5	.04	.426
D		
1	.43	.012
2	.36	.033
3	-.16	.208
4	.46	.008
5	.38	.025
6	.34	.041
7	.31	.055
8	.13	.251
9	.04	.420
10	.40	.018
E		
1	.09	.324
2	.16	.215
3	.34	.039

Table 15 (cont'd)

Item	Pearson r	Probability
F		
1	.43	.013
2	.22	.130
3	.39	.022
4	.07	.360
5	.00	.500
6	.41	.016
7	.54	.002
8	.31	.056
9	.30	.062
G		
1	.21	.145
2	-.10	.307
3	.57	.001
4	.08	.341
5	.45	.009
H		
1	.33	.043
2	.32	.053
3	.74	.001
I		
1	.44	.011
2	.15	.231
3	.26	.094
4	.47	.007
5	.22	.139
6	.75	.001
7	.45	.009
8	.00	.500
9	.15	.230
J		
1	.35	.035
2	.36	.031
3	.48	.005
K		
1	.26	.097
2	.44	.011
3	.74	.001

Table 15 (cont'd)

Item	Pearson r	Probability
L		
1	.72	.001
2	.09	.333
3	.35	.038
M		
1	.28	.078
2	.24	.114
3	.24	.112
4	.43	.013
5	.18	.179
6	.15	.229
7	.45	.009
8	.67	.001
N		
1	-.12	.277
2	.32	.054
3	.33	.046
4	.11	.299
O		
1	.59	.001
2	.43	.013
P		
1	.32	.049
2	.42	.014
3	.66	.001
4	.42	.016
5	.32	.052
6	-.09	.325
7	.07	.369
8	.52	.003
9	.13	.266
10	.49	.004
Q		
1	.39	.024
2	.51	.004
3	-.27	.088
4	.27	.084
5	.32	.050
6	-.21	.146

Table 15 (cont'd)

Item	Pearson r	Probability
R		
1	.55	.001
2	.45	.009
3	.19	.166
4	.22	.136
5	-.29	.068
6	.69	.001
7	.49	.005
S		
1	.40	.019
2	.52	.003
3	.65	.001
4	.62	.001
5	.44	.010
6	.38	.027
7	.38	.024
8	.09	.325
9	.44	.012
10	.48	.005
11	.04	.419
T		
1	.43	.012
2	.50	.004
3	.68	.001
4	.64	.001
5	.53	.002
6	.54	.002
7	.58	.001
8	.40	.020
9	.56	.001
10	.64	.001
11	.60	.001

Table 16

Test-Retest Pearson Correlation Coefficients of the Scores on the Seventeen Survey Factors

Factor	Pearson $_r$	Probability
1	.46	.003
2	.29	.051
3	.43	.005
4	.37	.017
5	.57	.001
6	.48	.002
7	.40	.009
8	.44	.005
9	.55	.001
10	.31	.037
11	.65	.001
12	.32	.031
13	.44	.005
14	.31	.037
15	.41	.008
16	.35	.022
17	.31	.036

deterrence) than mean response for the other two locations for the experimental group. In the control group, mean response for CJCII is consistently lower (less deterrence) than mean response for the other two locations. Five items (H-2, S-3,5,11, and T-10) show an increase in mean response across locations for the experimental group with CJCIII yielding the highest mean. The control group shows the same pattern mentioned above with CJCII yielding a consistently lower mean response than the other locations. Three items (N-1,3; and T-3) reflect the same pattern described above for the experimental group with CJCIII having the highest mean. For the control group, mean response for CJCII is consistently higher than mean responses for the other two locations. The remaining five items all revealed unique interaction patterns (see Table 17) and will not be discussed here. The results of Newman-Keuls Multiple Comparison technique for these 24 items are presented in Table 17. It appears, then, for these 24 items the effect of the treatment program is confounded with location of the program; i.e., there was a differential effect of treatment group across program location.

Eighteen of the 123 items revealed a significant ($p \leq .05$) main effect of location (see Table 17). A brief overview of these items indicates that CJCI has a consistently lower mean response (more deterrence) than CJCII and CJCIII. Mean response for all these items at CJCI represented agreement with the item or an undecided position. For CJCII and CJCIII, mean response represented an undecided position or disagreement. Results of follow-up comparisons for these 18 items are presented in Table 17. These results suggest that the impact of the treatment program may be somewhat dependent on the environment (community) in which it is presented and the women who participate in the program.

Nineteen of the 123 items had a significant ($p \leq .05$) effect of group. In all cases, mean response of the experimental group exceeded the mean response of the control group; i.e., the experimental group showed less deterrence. These items will be presented in three major groupings: 1) the mean response of the experimental group represents disagreement (3.5 or greater) and the control group is undecided (2.5 to 3.5); 2) the experimental group is undecided and the control group indicates agreement (2.4 or less); and 3) both groups are undecided.

The experimental group disagreed ($\overline{X} = 3.90$) with item A-6 (F = 10.51, df = 1, 60, p = .002) which states that a woman may decide not to enter careers that are usually held by men because she would offend men by being successful. The control group was undecided ($\overline{X} = 3.05$) on this item. Item F-8 (F = 4.74, df = 1, 60, p = .033) which is concerned with the idea that a woman won't pursue training in a male dominated field because she feels any money available for training should go to men in the household revealed the control group expressing an undecided position ($\overline{X} = 3.43$) while the experimental group indicated disagreement ($\overline{X} = 3.94$). The experimental group expressed disagreement ($\overline{X} = 3.57$) with the idea that women have remained in certain occupational fields because they have a different set of values than men (Item H-3; F = 5.27, df = 1, 60, p = .025). The control group was undecided ($\bar{X}$ = 2.93) on this item. Item Q-2 (F = 5.68, df = 1, 58, p = .020) states that a woman who works in jobs usually held by men has difficulty supervising other women. The experimental group disagreed ($\bar{X}$ = 3.87) with this item while the control group was undecided ($\bar{X}$ = 3.39).

Nine of the nineteen items reflected agreement by the control group and an undecided position by the experimental group (see Table 17). Item C-2 (F = 7.00, df = 1, 61, p = .010) reflects the idea that a woman may have difficulty getting people to provide her with information about non-traditional occupations. Women in traditional jobs may also find it difficult to leave their jobs to obtain non-traditional jobs because they know they can be successful in the job they hold (Item G-3, F = 6.07, df = 1, 60, p = .017). A woman may feel that if she is successful in a male dominated field that: 1) men feel uncomfortable with women in responsible positions (Item J-1, F = 5.09, df = 1, 61, p = .028) and 2) she still will not be as respected as a male with similar success (Item J-2, F = 9.29, df = 1, 60, p = .003). In addition, an unemployed woman may not want to risk seeking a male dominated occupation because she feels she wouldn't be paid as much as a man (Item K-2, F = 9.19, df = 1, 60, p = .004).

The experimental group was undecided while the control group agreed with the ideas that a woman who obtains a non-traditional job may find it difficult to cope with: 1) men thinking she won't be able to do an effective job (Item P-2, F = 15.18, df = 1, 60, p = .001); 2) men's attitude of superiority (Item P-7, F = 11.56, df = 1, 59, P

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= .001); 3) men's feeling they are better at technical things than are women (Item P-9, $F = 6.27$, $df = 1, 59$, $p = .015$). Finally a woman may not go into a non-traditional field because her family gave her little or no positive feedback regarding her career plans (Item T-3, $F = 6.63$, $df = 1, 59$, $p = .013$).

The following five items reflect an undecided position by both groups but the experimental group here has a significantly higher (lower deterrence) mean response than does the control group (see Table 17). Item D-2 ($F = 7.84$, $df = 1, 61$, $p = .007$) is concerned with ideas that training personnel in non-traditional programs may feel women are not able to do the work. A woman may also be reluctant to pursue a non-traditional career because she feel men in the occupation would insist she play the woman's role (Item M-3, $F = 6.07$, $df = 1, 59$, $p = .017$). Item P-5 ($F = 8.87$, $df = 1, 59$, $p = .004$) is concerned with the idea that a woman in a non-traditional job may have to cope with men feeling she is taking the place of a male who should have the job. Finally, a woman may not enter a non-traditional field because her family: 1) wanted her to do what was safe and secure (Item T-5, $F = 4.53$, $df = 1, 59$, $p = .037$); and 2) wanted her to get married, take care of her husband, and provide grandchildren as soon as possible (Item T-7, $F = 4.34$, $df = 1, 59$, $p = .041$).

Item O-2 ($F = 4.01$, $df = 1, 61$, $p = .050$) is concerned with the idea that women don't seek the same careers as men because they should be a wife and mother first. Both groups indicate disagreement with this item but the experimental group reflects greater disagreement

Table 17

Posttest Mean Response to Survey Items Adjusted for Pretest Response by Treatment Group and Program Location

	Adjusted Posttest Cell Means									Adjusted Posttest Marginal Means						
	CJCI		CJCII		CJCIII					Location				Group		
Item	Experimental 11	Control 12	Experimental 21	Control 22	Experimental 31	Control 32	F Ratio	Pretest Grand Mean	Covariate F Ratio	CJCI 1	CJCII 2	CJCIII 3	F Ratio	Experimental 1	Control 2	F Ratio
A-1	2.44	3.22	3.64	3.00	2.81	3.29	2.04	2.09	16.32**	2.77	3.32	3.03	.79	2.94	3.18	.67
2	2.08	2.29	3.01	2.87	3.25	2.77	.46	2.55	3.19	2.18	2.94	3.03	2.84	2.77	2.63	.20
3	2.88	3.35	3.56	3.16	3.89	3.41	1.81	2.25	14.17**	3.13	3.37	3.69	1.83	3.44	3.32	.38
4	2.98	3.28	3.70	3.07	4.08	3.85	1.12	2.25	5.77*	3.13 (3)	3.38	3.97 (1)	3.61*	3.59	3.40	.24
5	3.09	3.69	4.18	3.15	3.86	3.34	2.21	2.27	5.41*	3.45	3.61	3.69	.19	3.73	3.45	1.06
6	3.17	3.12	4.06	2.94	4.44	2.07	2.65	2.24	6.26*	3.15	3.50	3.81	2.25	3.90 (2)	3.05 (1)	10.51**
7	2.05	2.12	2.37	2.49	2.98	2.35	.76	2.04	26.22**	2.08	2.42	2.69	1.60	2.49	2.31	.35
B-1	2.72	2.75	3.27	3.50	3.14	3.16	.06	2.22	21.24**	2.73	3.39	3.15	1.74	3.03	3.12	.06
2	2.69	2.69	3.35	3.29	3.31	3.11	.03	2.09	17.80**	2.69	3.32	3.22	1.87	3.11	3.91	.12
3	1.70	1.74	2.44	2.07	1.93	2.40	1.22	2.06	28.41**	1.72	2.25	2.15	2.59	2.00	2.06	.10
4	1.78	2.04	1.93	1.98	2.18	2.17	.21	2.06	35.60**	1.91	1.95	2.17	.84	1.97	2.06	.29
C-1	2.03	2.01	3.03	2.33	2.60	2.55	.85	2.19	7.12**	2.02	2.70	2.58	2.86	2.59	2.29	.87
2	2.27	2.28	3.48	2.64	2.99	2.02	1.93	2.55	15.24**	2.28 (2)	3.06 (1)	2.55	4.30*	2.88 (2)	2.31 (1)	7.00**
3	1.63	2.14	2.98	2.27	2.19	1.87	2.57	2.20	15.33**	1.94 (2)	2.62 (1,3)	2.04 (2)	4.46*	2.26	2.09	.59
4	2.19	2.41	3.02	2.47	2.89	2.47	.82	2.38	1.93	2.30	2.74	2.70	1.26	2.69	2.48	.70
5	2.17	2.25	2.76	2.31	2.44	1.67	.83	2.01	10.99**	2.21	2.53	2.08	.89	2.44	2.08	1.79
D-1	2.57	2.59	3.31	2.97	3.03	2.48	.43	2.62	6.43*	2.58	3.14	2.78	1.54	2.95	2.67	1.09
2	3.17	2.91	3.08	2.38	3.37	2.37	.80	2.77	20.86**	3.05	2.73	2.92	.53	3.22 (2)	2.59 (1)	7.84**
3	2.17	2,59	2.46	2.02	2.65	1.97	1.27	2.17	4.97*	2.29	2.24	2.39	.05	2.43	2.15	1.23
4	2.43	2.36	3.03	2.77	2.65	1.81	.86	2.45	11.47**	2.40	2.90	2.26	2.27	2.68	2.31	2.57
5	2.40	2.21	2.59	2.16	2.70	2.49	.17	2.54	30.50**	2.30	2.37	2.60	.93	2.56	2.29	1.86
6	2.36	2.20	2.99	2.43	3.23	2.83	.22	2.67	2.95	2.28 (3)	2.71	3.04 (1)	3.62*	2.90	2.48	2.28
7	2.34	2.61	2.74	1.97	2.97	2.71	1.41	2.52	9.62**	2.49	2.35	2.85	1.44	2.69	2.45	.83
8	2.57	2.59	2.66	2.29	2.57	1.76	.95	2.30	8.70**	2.58	2.46	2.20	.89	2.60	2.22	2.57
9	2.54	2.63	2.72	2.41	2.95	2.02	1.63	2.65	1.33	2.59	2.56	2.52	.02	2.74	2.37	2.09
10	2.67	2.61	2.69	2.51	3.25	2.48	.80	2.51	11.38**	2.64	2.59	2.89	.51	2.88	2.53	1.87
E-1	2.45	3.08	3.50	2.88	3.21	3.12	1.35	3.23	4.48*	2.77	3.18	3.17	1.02	3.02	3.04	.00
2	2.44	3.15	3.05	2.98	3.29	3.35	.71	3.15	4.95*	2.81	3.02	3.31	1.27	2.92	3.17	1.02
3	2.30	3.16	3.05	2.35	3.01	3.23	2.02	3.10	3.82	2.72	2.68	3.11	.98	2.77	2.94	.37
F-1	3.32	3.16	4.13	3.11	3.88	3.69	.93	3.45	12.67**	3.24	3.59	3.79	1.46	3.75	3.32	2.11
2	3.17	3.01	4.09	3.36	4.20	3.53	.49	3.17	2.33	3.08 (3)	3.71	3.89 (1)	3.55*	3.81	3.28	3.70
3	3.37	3.25	4.15	2.95	3.81	3.94	2.35	3.51	25.46**	3.30	3.52	3.86	2.03	3.74	3.39	1.99
4	2.80	2.48	3.53	2.95	3.33	3.10	.15	2.93	5.19*	2.64	3.22	3.23	2.06	3.20	2.83	1.75
5	2.66	2,95	2.98	2.54	2.80	3.01	.62	2.74	4.34*	2.81	2.75	2.89	.08	2.80	2.84	.04
6	3.31	3.21	4.33	2.94	4.14	4.12	.77	2.35	14.27**	3.31	3.61	4.13	1.66	3.94	3.43	.01
7	3.27	3.27	3.37	2.92	3.56	3.60	2.15	2.20	20.92**	3.27	3.13	3.58	2.39	3.41	3.28	1.25
8	3.31	3.21	4.33	2.94	4.14	4.12	2.56	3.67	19.89**	3.31 (3)	3.61	4.13 (1)	5.17**	3.94 (2)	3.43 (1)	4.74*
9	3.27	3.27	3.37	2.92	3.56	3.60	.23	3.20	2.78	3.27	3.13	3.58	.82	3.41	3.28	.12
G-1	3.75	3.03	3.42	3.23	3.21	3.18	.65	3.19	6.98*	3.39	3.31	3.20	.21	3.45	3.14	1.62
2	2.03	1.91	2.40	2.16	2.71	2.29	.24	2.29	20.46**	2.06	2.27	2.49	2.03	2.38	2.09	1.77
3	2.50	2.21	2.74	2.19	2.85	2.15	.05	2.36	12.22**	2.36	2.45	2.53	1.02	2.70 (2)	2.19 (1)	6.07*
4	2.17	2.16	2.31	2.47	2.35	2.54	.12	2.41	9.70**	2.16	2.39	2.44	.64	2.27	2.39	.29
5	2.53	2.68	3.13	2.29	3.17	2.46	1.52	2.54	15.05**	2.61	2.69	2.86	.19	2.93	2.49	2.83

Table 17 (cont'd)

	Adjusted Posttest Cell Means									Adjusted Posttest Marginal Means						
	CJCI		CJCII		CJCIII					Location				Group		
Item	Experimental 11	Control 12	Experimental 21	Control 22	Experimental 31	Control 32	F Ratio	Pretest Grand Mean	Covariate F Ratio	CJCI 1	CJCII 2	CJCIII 3	F Ratio	Experimental 1	Control 2	F Ratio
H-1	2.30	2.56	3.04	2.19	2.90	2.61	1.10	2.65	10.39**	2.33	2.59	2.77	1.11	2.72	2.39	1.78
2	1.95 (21, 31, 32)	2.73 (31)	3.22	2.23 (31)	3.92 (11, 12, 22)	3.34	4.36*	2.62	12.21**	2.34 (3)	2.73 (3)	3.65 (1,2)	10.29**	3.04	2.80	.38
3	2.73 (21, 31)	2.73 (21, 31)	4.09 (11, 21, 22)	2.44 (21, 31)	3.99 (11, 21, 22)	3.57	3.35*	2.81	8.85**	2.72 (3)	3.23 (3)	3.90 (1,2)	6.25**	3.57 (2)	2.93 (1)	5.27*
I-1	2.30	2.40	2.77	2.56	2.68	2.27	.50	2.33	17.10**	2.34	2.67	2.49	.66	2.57	2.40	.50
2	4.83 (12, 21, 22, 31, 32)	2.51 (11, 21)	3.85 (11, 12, 22)	2.37 (11, 21)	3.06 (11)	3.24 (11)	3.72*	2.80	7.64**	2.47	3.07	3.14	2.80	3.05	2.71	1.60
3	1.97	2.69	2.75	1.86	2.53	2.15	3.43*	2.22	8.03**	2.33	2.30	2.36	.02	2.39	2.27	.22
4	2.42	2.89	3.58 (22)	2.04 (21)	3.14	2.92	3.53*	2.65	8.78**	2.60	2.78	3.04	.90	3.00	2.60	1.90
5	3.16	3.03	3.61	3.26	3.88	3.49	.09	3.30	9.76**	3.09	3.40	3.70	1.51	3.55	3.25	.69
6	2.70	2.77	3.18	2.47	2.79	2.98	1.56	2.94	19.56**	2.53	2.80	2.87	.74	2.71	2.75	.02
7	2.46	2.65	3.36	2.79	2.94	2.12	.72	2.97	7.87**	2.56	3.05	3.02	1.52	2.88	2.85	.01
8	1.78 (21)	2.09	2.79 (11, 22)	1.75 (21)	2.25	1.95	3.70*	1.99	11.84**	1.94	2.25	2.11	.78	2.23	1.95	2.04
9	2.02	2.63	2.69	2.25	2.54	2.59	1.58	2.47	6.59*	2.32	2.45	2.57	.52	2.39	2.50	.31
J-1	2.25	2.29	3.61	2.26	3.19	2.59	2.31	2.58	9.47**	2.28	2.90	2.91	2.49	2.97 (2)	2.38 (1)	5.09*
2	2.57	2.23	3.62	2.23	3.16	2.31	1.16	2.48	9.63**	2.40	2.89	2.77	1.10	3.08 (2)	2.26 (1)	9.29**
3	2.99	3.10	3.68	2.48	3.30	2.89	2.23	3.06	20.83**	3.04	3.06	3.11	.05	3.29	2.85	3.63
K-1	2.21	2.07	2.91	2.77	2.94	2.42	.32	2.52	7.89**	2.09	2.83	2.70	3.38*	2.64	2.39	.98
2	2.57	2.36	3.37	2.40	3.42	2.14	1.95	2.51	23.38**	2.46	2.73	2.83	.78	3.03 (2)	2.30 (1)	9.19**
3	2.31	2.36	3.15	2.36	2.61	2.28	1.80	2.33	34.80**	2.33	2.74	2.46	1.53	2.65	2.33	2.74
L-1	4.62	4.06	4.37	3.83	4.46	4.26	.19	4.16	41.65**	4.33	4.10	4.37	.46	4.50	4.06	2.77
2	3.89	3.79	3.93	4.17	3.66	4.31	.60	3.80	3.73	3.84	4.04	3.96	.16	3.81	4.07	.84
3	3.68	3.65	4.20	3.42	4.14	4.22	.62	3.87	7.88**	3.67	3.80	4.18	1.16	4.00	3.77	.41
M-1	2.31 (21, 31)	2.64 (21, 31)	3.97 (11, 12, 22)	2.62 (21, 31)	3.80 (11, 12, 22)	3.30	3.86*	3.01	14.10**	2.48 (2,3)	3.25 (1)	3.57 (1)	7.56**	3.32	2.85	2.95
2	2.96	2.59	3.85	2.67	3.27	3.38	2.04	2.97	5.95*	2.77	3.23	3.32	1.69		2.87	2.08
3	2.79	2.43	3.72	2.56	3.31	2.90	.90	2.70	5.63*	2.60	3.14	3.12	1.95	3.24 (2)	2.62 (1)	6.07*
4	2.28	2.58	3.06	2.62	3.36	2.64	1.32	2.77	6.18*	2.43	2.83	3.03	1.91	2.90	2.62	1.04
5	3.21	3.48	3.57	3.57	3.46	3.25	.24	3.38	4.27*	3.34	3.57	3.36	.24	3.40	3.43	.00
6	2.22	2.15	2.79	2.11	2.54	2.39	.54	2.23	15.50**	2.19	2.43	2.47	.61	2.50	2.22	1.37
7	2.71	2.54	3.84	3.00	3.30	2.92	.41	2.84	19.36**	2.62 (2)	3.42 (1)	3.13	3.15*	3.24	2.81	2.98
8	2.90	3.04	3.71	3.03	3.33	3.02	.54	2.90	33.71**	2.97	3.40	3.19	.70	3.30	3.06	.68

Table 17 (cont'd)

	Adjusted Posttest Cell Means									Adjusted Posttest Marginal Means						
	CJCI		CJCII		CJCIII					Location				Group		
Item	Experimental 11	Control 12	Experimental 21	Control 22	Experimental 31	Control 32	F Ratio	Pretest Grand Mean	Covariate F Ratio	CJCI 1	CJCII 2	CJCIII 3	F Ratio	Experimental 1	Control 2	F Ratio
N-1	2.38	2.60	2.71	2.77	3.22	1.98	3.48*	2.49	9.85**	2.49	2.74	2.65	.22	2.79	2.45	1.59
2	2.37	2.51	3.50	2.62	3.28	2.55	1.96	2.84	16.67**	2.44	3.04	2.95	2.24	3.02	2.56	3.41
3	2.09 (21, 31)	2.72 (21)	3.36 (11, 32)	2.86 (31)	4.04 (11, 12, 22, 32)	2.06 (21, 31)	4.44*	2.68	15.75**	2.41 (2,3)	3.10 (1)	3.60 (1)	8.99**	3.17	2.88	1.16
4	3.31	3.04	4.40	3.49	3.79	4.12	1.90	3.36	9.33**	3.18 (2,3)	3.90 (1)	3.94 (1)	4.68*	3.77	3.54	.89
O-1	2.55	2.82	2.76	2.51	3.54	2.58	1.92	2.87	32.94**	2.69	2.64	3.10	1.35	2.99	2.65	1.24
2	3.64	3.54	4.14	2.99	4.22	3.94	1.95	3.74	29.53**	3.59	3.55	4.09	1.71	3.99 (2)	3.51 (1)	4.01*
P-1	2.13	2.18	2.99	2.24	3.05	2.31	1.10	2.17	19.19**	2.15	2.60	2.71	1.93	2.71	2.24	3.23
2	2.47	2.22	3.53	1.93	3.33	2.09	2.54	2.51	11.84**	2.34	2.73	2.76	1.05	3.08 (2)	2.10 (1)	15.18**
3	2.57	2.78	3.00	2.69	3.32	2.74	1.28	2.79	28.39**	2.68	2.83	3.05	1.25	2.97	2.74	.86
4	2.67	2.88	3.75	2.82	3.40	2.72	2.60	2.94	13.03**	2.77	3.27	3.09	1.49	3.25	2.81	3.63
5	2.53 (21)	2.60 (21)	3.81 (11, 12, 22, 31, 32)	2.48 (21)	2.18 (21)	2.41 (21)	3.03*	3.68	17.13**	2.56	3.11	2.88	1.87	3.16 (2)	2.50 (1)	8.87**
6	2.58	2.41	2.89	2.46	3.19	2.37	.81	2.74	2.82	2.49	2.67	2.81	.72	2.90	2.41	3.63
7	2.63	2.37	2.48	2.21	3.34 (32)	1.64 (31)	3.55*	2.38	8.41**	2.50	2.49	2.56	.08	2.95 (2)	2.08 (1)	11.56**
8	3.24	3.22	3.68	3.43	2.99	3.29	.29	3.15	5.89*	3.23	3.55	3.13	.78	3.27	3.30	.03
9	2.74	2.33	3.31	2.44	3.20	2.47	.29	2.44	3.95	2.53	2.85	2.87	.78	3.08 (2)	2.41 (1)	6.27*
10	3.25	3.18	3.59	2.99	3.66	3.75	.50	3.41	10.17**	3.21	3.27	3.70	1.53	3.49	3.31	.68
Q-1	1.76	2.08	1.88	1.93	2.04	2.22	.16	2.07	31.55**	1.92	1.90	2.12	.50	1.90	2.08	1.71
2	3.41 (31)	3.37 (31)	3.56 (31)	3.38 (31)	4.55 (11, 12, 21, 22, 32)	3.42 (31)	3.60*	3.60	17.43**	3.40 (3)	3.47 (3)	4.02 (1,2)	4.04*	3.87 (2)	3.39 (1)	5.68*
3	2.77	2.41	3.09	2.62	3.19	3.00	.01	2.82	3.64	2.59	2.85	3.10	1.89	3.01	2.67	1.96
4	2.14	2.21	2.89	2.40	2.92	2.36	.98	2.35	7.63**	2.18	2.65	2.67	2.28	2.65	2.32	1.79
5	1.97	2.28	2.38	1.97	2.29	2.15	1.07	2.12	12.46**	2.13	2.18	2.23	.12	2.21	2.15	.03
6	2.11	2.01	2.26	2.20	2.63	2.20	.44	2.31	3.30	2.11	2.23	2.43	.81	2.39	2.13	1.15
R-1	2.48	3.42	3.07	2.86	3.53	3.29	2.01	3.21	7.19**	2.95	2.96	3.41	1.58	3.04	3.22	.40
2	2.68	3.09	3.15	2.86	3.54	3.34	.56	3.01	14.27**	2.88	3.00	3.45	1.61	3.13	3.11	.00
3	2.08	2.25	2.89	2.20	3.23	3.18	.91	2.67	1.18	2.17 (3)	2.53 (3)	3.21 (1,2)	5.08**	2.74	2.55	.36
4	3.27	3.41	3.48	3.24	3.58	3.69	.21	3.48	5.09*	3.34	3.35	3.63	.81	3.44	3.46	.01
5	2.35	2.39	3.34	2.40	2.59	3.00	3.00	2.77	.11	2.37	2.85	2.78	2.03	2.70	2.59	.24
6	2.14	2.78	2.73	2.36	2.76	3.27	1.28	2.48	11.44**	2.46	2.54	2.99	1.57	2.53	2.82	1.33
7	1.61	1.70	1.94	1.93	2.53	1.70	1.62	1.75	11.60**	1.66	1.93	2.15	1.41	2.05	1.76	1.23

Table 17 (cont'd)

	Adjusted Posttest Cell Means									Adjusted Posttest Marginal Means						
	CJCI		CJCII		CJCIII					Location				Group		
Item	Experimental 11	Control 12	Experimental 21	Control 22	Experimental 31	Control 32	F Ratio	Pretest Grand Mean	Covariate F Ratio	CJCI 1	CJCII 2	CJCIII 3	F Ratio	Experimental 1	Control 2	F Ratio
S-1	2.16	2.90	3.04	2.32	3.11	2.64	2.27	2.57	4.96*	2.53	2.67	2.90	.57	2.76	2.67	.13
2	2.21	2.76	3.04	2.38	3.20	2.88	1.53	2.62	6.64*	2.48	2.69	3.05	1.39	2.81	2.68	.12
3	2.13	2.85	3.31	2.04	3.33	2.61	4.46*	2.81	7.09**	2.49	2.65	3.00	1.17	2.90	2.53	1.34
4	2.03	2.99	3.12	2.09	3.02	3.12	3.76*	2.75	10.32**	2.53	2.58	3.07	1.55	2.70	2.77	.16
5	2.02 (12, 21, 31, 32)	3.35 (11, 22)	3.60 (11, 22)	2.26 (12, 21, 31)	3.82 (11, 22)	3.10 (11)	10.54**	3.16	8.05**	2.68	2.93	3.49	2.46	3.13	2.96	.43
6	2.33	2.86	2.88	2.25	2.58	3.13	2.68	3.01	2.96	2.44 (3)	2.55 (3)	3.37 (1,2)	4.48*	2.85	2.76	.01
7	2.00 (12)	3.26 (11)	2.85	2.37	2.72	2.67	4.68*	2.83	7.66**	2.63	2.60	2.69	.06	2.50	2.79	1.53
8	2.05 (21)	2.75	3.48 (11)	2.54	2.74	2.22	3.64*	2.77	.34	2.40	2.98	2.51	1.85	2.69	2.52	.58
9	2.21	3.04	3.01	2.59	3.43	3.35	1.48	2.73	6.72*	2.62	2.80	3.39	2.33	2.89	3.03	.29
10	2.15 (21, 31, 32)	2.84	3.48 (11, 22)	2.10 (21, 31, 32)	3.38 (11, 22)	3.74 (11, 22)	4.79*	2.67	16.62**	2.49 (3)	2.76 (3)	3.54 (1,2)	5.68**	2.97	2.91	.00
11	1.93 (21, 31)	2.83	3.12 (11)	2.50	3.31 (11)	2.73	4.16*	2.74	1.90	2.38	2.80	3.03	2.32	2.76	2.78	.05
T-1	2.89	3.86	3.81	2.96	3.80	3.43	4.67*	3.41	3.73	3.37	3.36	3.63	.73	3.48	3.44	.04
2	2.68	2.87	3.48	2.31	3.17	3.07	1.79	3.19	11.60**	2.77	2.87	3.12	.58	3.08	2.77	1.17
3	2.67	2.85	3.11	1.99 (31)	3.51 (22)	2.48	3.26*	2.59	26.68**	2.76	2.52	3.04	1.51	3.11 (2)	2.47 (1)	6.62*
4	2.69 (21)	3.10 (21)	4.36 (11, 12, 22)	2.78 (21)	3.59	3.26	4.33*	3.10	13.00**	2.89	3.53	3.43	2.30	3.48	3.05	2.89
5	2.47	2.77	3.54	2.20	3.22	2.65	3.00	2.58	19.07**	2.64	2.83	2.96	.96	3.05 (2)	2.57 (1)	4.53*
6	2.69	2.88	2.95	2.13	3.21	2.58	1.39	2.68	5.35*	2.78	2.53	2.93	.70	2.97	2.55	2.15
7	2.84 (21)	3.02	4.13 (11, 22)	2.46 (21, 31)	3.63 (22)	3.43	4.13*	3.12	14.84**	2.92	3.25	3.54 *	2.58	3.49 (2)	2.98 (1)	4.34*
8	2.82	3.04	3.51	2.23	3.56	3.02	2.52	3.04	11.48**	2.93	2.86	3.31	.94	3.30	2.79	3.00
9	1.99	2.58	3.82	2.65	3.52	3.35	2 87	2.97	10.59**	2.29 (2,3)	3.24 (1)	3.44 (1)	8.54**	3.07	2.87	.52
10	2.71	3.13	3.52	2.48 (31)	3.81 (22)	3.28	4.11*	2.99	10.87**	2.91	3.19	3.56	2.96	3.43	3.02	2.43
11	3.07	2.92	3.28	3.19	3.88	3.04	.77	2.82	9.14**	2.99	3.23	3.48	1.46	3.43	3.05	2.52

( ) Indicates significant pairs at .05 significance

* Significant at .05 level

** Significant at .01 level

(X = 3.99) than does the control group (X = 3.51).

These nineteen items reflect seven of the 17 factors (see Section 2 of this report) in the Survey instrument. Eight of these items (J-1,2; K-2, M-3, and P-2,5,7,9) reflect Factor 1 which is concerned with conceptions of the male dominated work environment. Woman's self-concept and perceptions of abilities (Factor 2) is represented by Item Q-2. Reinforcement of stereotyped roles by the family (Factor 3) is represented by three items (T-3,5,7). Two items (C-2, D-2) reflect Factor 5 which is concerned with attitudes of others at the entry and training levels. Factor 7, security in traditional jobs is represented by Item G-3. Two items (F-8, O-2) reflect Factor 9 which is concerned with the belief that a woman's place is in the home. Finally, beliefs about women who are successful in non-traditional jobs (Factor 16) is represented by items A-6 and H-3. Thus, it appears that the treatment program had its greatest impact and created some degree of attitude change (toward less deterrence) in the experimental group with regard to: 1) beliefs about the work setting in non-traditional jobs; 2) beliefs about the attitudes of significant others and training personnel; and 3) beliefs about what are and are not acceptable and secure roles for women.

A Chi Square analysis was utilized to determine if the frequencies of changes in occupational goal statements were significantly ($p \leq .05$) different for the experimental and control groups (see Table 18). These goal statements were grouped into three categories: specific, non-specific, and undecided. The results of this analysis (see Table 18) indicate that the frequencies of changes in occupational goal statements are not significantly different for the two groups ($X^2 = 7.3$, df = 5, p = .20). A perusal of the data indicates that, although the frequencies of change are not statistically significant, there is a trend which shows a greater number of participants moving toward more specific goal statements in the experimental group than in the control group.

The results of the two 2 x 3 analyses of covariance on the Career Development Responsibility Scale (CDR) and on the Rotter I-E Scale indicated: 1) there were no significant ($p \leq .05$) differences among groups for the CDR; and 2) there was a significant interaction ($F = 3.68$, df = 2, 62, $p = .031$) between treatment group and program location for the Rotter. Follow-up comparisons on the Rotter indicated there were no statistically significant ($p \leq .05$) differences between groups (see Table 19).

Change scores (posttest-pretest score) were calculated for each item in the SWAC instrument, the CDR and the Rotter for the experimental and control groups. For the experimental group, the mean change score on the CDR was -2.11 which indicates this group became more internal. The control group also became more internal ($\overline{X}_{CS} = -.412$), however, the change for this group was significantly ($p \leq .05$) less than the change for the experimental group ($t = 2.21$, df = 34). Mean change score on the Rotter was -.686 for the experimental group and .059 for the control group. This suggests that the experimental group became more internal while the control group became slightly more external or unchanged.

Table 18

Frequencies and Percentages of Changes in Occupational Goal Statements from Pretest to Posttest by Treatment Group

Group	No Change	Specific to Nonspecific 1	Specific to Undecided 2	Nonspecific to Undecided 3	Undecided to Nonspecific 4	Undecided to Specific 5	Nonspecific to Specific 6
		Change from Pretest to Posttest					
Experimental N = 28	7 14.6%	1 2.1%	1 2.1%	1 2.1%	5 10.4%	4 8.3%	9 18.8%
Control N = 20	14 29.2%	0 0%	2 4.2%	1 2.1%	2 4.2%	0 0%	1 2.1%

Table 19

Posttest Mean Response to CDR and Rotter Adjusted for Pretest Response by Treatment Group and Program Location

	Adjusted Posttest Cell Means									Adjusted Posttest Marginal Means						
	CJCI		CJCII		CJCIII					Location				Group		
	Experimental 11	Control 12	Experimental 21	Control 22	Experimental 31	Control 32	F Ratio	Pretest Grand Mean	Covariate F Ratio	CJCI 1	CJCII 2	CJCIII 3	Ratio	Experimental 1	Control 2	F Ratio
CDR	6.31	6.41	3.90	7.12	5.09	5.86	1.48	7.06	54.67	6.36	5.51	5.40	.61	5.14	6.44	2.69
Rotter	9.45	7.92	6.45	9.74	7.09	8.33	3.68*	8.46	74.98	8.65	8.10	7.66	.61	7.72	8.59	1.31

*Significant at .05 level

Pearson Product Moment Correlations between change scores (posttest score-pretest score) on each item in the survey instrument and change scores on the CDR and Rotter for the experimental and control groups were obtained. Fourteen of the item change scores were significantly ($p \leq .05$) correlated with CDR change scores for the control group (see Table 20). These correlations were largely negative indicating that as item change scores increase (less deterrence) CDR change scores decrease (more internal). For the experimental group, 15 of the item change scores revealed significant ($p \leq .05$) negative correlations with Rotter change scores which suggests that, as with the CDR, as item change scores increases (less deterrence) Rotter change score decreases (more internal). Only seven item change scores were significantly ($p \leq .05$) correlated with Rotter change scores for the control group. These correlations were largely positive suggesting that as item change score increases (less deterrence) Rotter change score also increases (more external).

Follow-up

As part of the analysis of the experimental application of the program, the question was asked: "What was the impact of the educational program on the participants, i.e., have the participants assumed more responsibility for overcoming the deterrents to entry into an identified occupational preparation program?" Answers to this question were sought in the experimental group participants' responses to a follow-up questionnaire which was administered six weeks after the close of the treatment program (see Appendix L).

Table 20

Pearson Correlation Coefficients for Survey

Item Change Score with CDR Change Score, and Rotter Change Score

	Experimental Group					Control Group				
		CDR		Rotter			CDR		Rotter	
Item	Mean Change Score	Pearson r	Probability	Pearson r	Probability	Mean Change Score	Pearson r	Probability	Pearson r	Probability
A-1	-.06	-.586	.001	-.175	.158	.00	-.075	.338	.091	.304
2	.20	-.431	.005	-.087	.309	-.06	-.170	.168	.022	.452
3	.17	-.442	.004	-.301	.039	.09	.301	.042	.160	.183
4	.49	-.444	.004	-.262	.064	.00	.313	.036	-.180	.154
5	.57	-.325	.028	-.156	.185	.03	-.005	.490	-.008	.483
6	.77	-.292	.044	-.187	.141	-.29	.115	.259	-.099	.289
7	.51	.112	.261	-.139	.212	.12	.160	.184	.024	.447
B-1	-.11	-.223	.099	.051	.385	-.26	.248	.079	.254	.074
2	.14	-.052	.383	-.186	.142	-.29	.284	.052	.154	.192
3	-.11	-.347	.021	-.101	.282	.00	-.065	.357	.039	.414
4	-.11	.154	.188	.071	.342	.03	-.071	.346	.146	.205
C-1	.26	-.152	.192	-.182	.147	.12	.131	.231	-.241	.085
2	.37	-.244	.079	-.250	.073	-.35	-.009	.479	.042	.407
3	.14	-.326	.028	-.339	.023	-.21	-.155	.191	.015	.466
4	.43	-.138	.215	-.041	.407	-.12	.040	.411	-.047	.396
5	.40	-.198	.128	-.194	.132	.09	-.132	.229	-.024	.447
D-1	.40	-.008	.483	-.120	.246	-.03	.051	.388	.285	.051
2	.46	-.209	.114	-.074	.335	-.26	-.275	.058	.146	.205
3	.26	-.105	.274	-.033	.426	-.09	.116	.258	-.087	.312

Table 20 (cont'd)

	Experimental Group					Control Group				
		CDR		Rotter			CDR		Rotter	
Item	Mean Change Score	Pearson$_r$	Probability	Pearson$_r$	Probability	Mean Change Score	Pearson$_r$	Probability	Pearson$_r$	Probability
D-4	.26	-.157	.184	.058	.370	-.24	-.021	.453	.296	.045
5	.14	-.400	.009	-.242	.081	-.44	-.180	.154	-.169	.170
6	.29	.106	.272	.076	.332	-.35	-.095	.297	-.105	.278
7	.11	.064	.357	.081	.321	-.09	-.254	.074	-.136	.221
8	.29	-.084	.315	.110	.265	-.15	-.455	.003	.002	.495
9	.26	.076	.332	.041	.409	-.53	-.180	.154	.100	.288
10	.37	-.205	.118	-.090	.305	-.12	-.169	.170	.121	.247
E-1	-.23	-.168	.168	-.132	.225	-.35	.135	.223	.223	.102
2	-.29	-.130	.228	-.192	.135	.00	-.387	.012	-.092	.303
3	-.40	.007	.485	-.167	.168	-.26	-.468	.003	.036	.420
F-1	.11	-.160	.179	-.106	.272	-.15	.008	.483	.024	.448
2	.60	-.333	.025	-.328	.027	.03	.068	.352	-.084	.319
3	.23	-.071	.343	-.238	.084	-.32	-.185	.148	.005	.489
4	.29	-.165	.172	-.013	.471	-.29	.007	.484	-.180	.154
5	-.09	.044	.401	-.072	.341	.09	.033	.427	.190	.141
6	.06	-.198	.127	-.051	.386	-.12	-.034	.424	-.140	.215
7	.23	-.184	.145	-.261	.065	.03	.144	.209	-.197	.132
8	.29	-.345	.021	.089	.307	-.47	-.546	.001	.031	.432
9	.23	-.060	.366	-.025	.442	-.15	.200	.129	-.005	.490
G-1	.11	.223	.099	.077	.331	.00	-.008	.482	-.157	.187
2	-.11	.259	.066	.214	.109	-.06	-.082	.323	-.084	.318
3	.29	-.070	.345	-.092	.299	-.26	-.138	.218	-.342	.024
4	-.31	-.142	.208	-.163	.175	.09	-.007	.485	.115	.259
5	.34	-.004	.490	-.111	.264	-.15	-.395	.010	.086	.314

Table 20 (cont'd)

	Experimental Group					Control Group				
		CDR		Rotter			CDR		Rotter	
Item	Mean Change Score	Pear-son$_r$	Prob-ability	Pear-son$_r$	Prob-ability	Mean Change Score	Pear-son$_r$	Prob-ability	Pear-son$_r$	Prob-ability
H-1	.11	-.227	.094	-.058	.370	-.38	-.117	.255	.107	.273
2	.29	-.224	.098	-.351	.019	.06	-.132	.229	.133	.227
3	.80	-.203	.121	-.268	.060	-.12	-.455	.003	-.077	.334
I-1	.20	.223	.099	-.174	.158	.03	.047	.396	.076	.336
2	.20	-.014	.468	-.551	.001	-.21	.001	.498	.003	.494
3	.17	.029	.434	-.308	.036	-.15	-.079	.328	-.216	.110
4	.37	-.241	.082	-.445	.004	-.24	-.077	.332	-.170	.168
5	.14	-.214	.109	-.281	.051	-.24	-.094	.299	-.232	.093
6	-.43	100	.283	-.250	.074	-.15	.130	.232	-.082	.323
7	-.17	.058	.371	-.386	.011	-.21	.096	.294	-.237	.089
8	.17	-.044	.401	-.316	.032	-.09	.036	.419	.148	.202
9	-.03	.077	.330	-.186	.142	-.09	-.039	.413	.135	.223
J-1	.37	-.050	.389	-.090	.304	-.26	.174	.163	.225	.101
2	.54	-.144	.204	-.355	.018	-.32	.129	.234	.064	.359
3	.17	-.333	.025	-.222	.100	-.32	-.339	.025	-.108	.272
K-1	.03	.252	.072	-.162	.177	-.12	-.022	.451	.150	.198
2	.40	-.087	.310	.041	.408	-.24	-.022	.451	.326	.030
3	.26	.034	.422	-.105	.274	-.09	-.105	.278	-.009	.479
L-1	.26	.104	.275	.069	.346	-.26	-.115	.258	-.165	.175
2	-.23	.121	.244	-.050	.389	.29	.065	.358	-.086	.314
3	.17	-.026	.440	.051	.385	-.26	-.308	.038	-.101	.285
M-1	.20	-.098	.287	-.181	.149	-.24	-.059	.369	.162	.180
2	.23	-.039	.411	-.332	.026	.00	-.030	.433	.047	.396
3	.46	.036	.420	-.139	.212	-.24	-.114	.260	-.096	.295

Table 20 (cont'd)

	Experimental Group					Control Group				
	Mean Change Score	CDR		Rotter		Mean Change Score	CDR		Rotter	
Item		Pearson$_r$	Probability	Pearson$_r$	Probability		Pearson$_r$	Probability	Pearson$_r$	Probability
M-4	.09	.112	.260	-.090	.304	-.26	-.276	.057	-.167	.173
5	.03	.296	.042	.232	.090	-.35	-.045	.400	-.265	.065
6	.14	.110	.264	-.279	.052	-.03	.194	.136	.017	.461
7	.31	.015	.465	-.031	.429	-.21	.123	.244	.254	.074
8	.31	.106	.273	-.030	.432	-.12	.294	.046	.235	.090
N-1	.20	.220	.102	.085	.314	-.03	-.173	.164	-.158	.186
2	.11	.156	.185	-.008	.481	-.38	-.166	.174	.318	.033
3	.40	-.045	.399	-.002	.495	.12	.083	.320	.267	.063
4	.31	.223	.099	-.010	.478	.06	-.168	.172	-.312	.036
O-1	.00	.205	.118	.000	.500	-.26	.021	.453	.021	.453
2	.17	.045	.398	.025	.443	-.26	-.152	.196	.053	.384
P-1	.43	.199	.126	-.265	.062	.03	-.052	.386	.172	.165
2	.51	.186	.142	-.415	.007	-.50	.000	.500	.043	.404
3	.14	.152	.192	.142	.209	-.03	.017	.462	-.152	.196
4	.34	.111	.263	-.118	.250	-.26	.053	.383	-.093	.300
5	.49	-.067	.350	-.183	.146	-.26	-.057	.375	.119	.251
6	.29	-.079	.326	-.098	.288	-.53	-.151	.198	.125	.241
7	.69	.116	.254	-.083	.318	-.50	.017	.462	-.075	.337
8	.03	-.039	.412	.076	.332	.06	.008	.482	-.088	.310
9	.66	.020	.454	.016	.463	-.15	.056	.377	-.190	.140
10	.03	.209	.114	-.002	.496	-.15	.031	.431	.079	.328
Q-1	-.06	-.072	.340	-.325	.028	-.24	-.070	.347	-.169	.169
2	.31	.061	.365	-.220	.102	-.47	-.086	.314	-.181	.152
3	.14	.003	.492	-.094	.295	-.26	.002	.495	.135	.224
4	.34	-.079	.327	-.293	.044	-.24	-.315	.035	.068	.352

Table 20 (cont'd)

Item	Experimental Group					Control Group				
	Mean Change Score	CDR		Rotter		Mean Change Score	CDR		Rotter	
		Pearson$_r$	Probability	Pearson$_r$	Probability		Pearson$_r$	Probability	Pearson$_r$	Probability
Q-5	.09	.161	.177	-.057	.372	-.03	-.382	.013	-.129	.233
6	.23	.168	.167	.164	.173	-.53	.019	.459	-.063	.361
R-1	.03	.018	.459	.077	.331	-.38	-.053	.384	.080	.327
2	.14	.094	.295	.152	.191	-.21	-.242	.084	.037	.419
3	.20	.057	.373	-.164	.173	-.41	.016	.465	.142	.212
4	-.14	.313	.034	-.043	.404	-.12	-.155	.190	.151	.197
5	-.09	.142	.207	-.150	.195	-.15	-.218	.108	-.033	.428
6	.14	.075	.335	-.146	.202	.09	-.176	.159	.054	.381
7	.26	.118	.251	-.075	.335	-.12	-.073	.340	.028	.438
S-1	.17	.204	.120	-.224	.097	-.06	-.142	.211	.034	.423
2	.09	.115	.256	-.266	.061	.00	-.085	.317	.113	.263
3	.11	.142	.207	-.202	.123	-.47	-.167	.172	-.123	.243
4	-.03	.145	.203	-.241	.082	-.09	-.210	.116	.042	.407
5	-.03	.010	.477	-.258	.067	-.47	.081	.325	.138	.219
6	.03	.073	.338	-.188	.140	-.62	-.093	.301	.302	.041
7	-.40	.218	.104	-.359	.017	-.12	-.202	.126	.197	.132
8	.00	.075	.335	.024	.446	-.56	-.218	.108	-.162	.181
9	.17	-.055	.337	-.045	.399	.03	-.075	.336	.063	.362
10	.31	-.195	.130	-.067	.351	.06	.047	.396	.257	.071
11	-.14	.038	.414	.024	.445	-.12	.068	.350	-.057	.375
T-1	.17	.246	.077	.031	.429	-.18	-.122	.246	-.064	.361
2	.00	.192	.135	.058	.371	-.65	-.234	.092	.123	.245
3	.54	.055	.377	.050	.388	-.24	-.161	.182	.012	.473
4	.49	.098	.287	-.235	.087	-.26	-.143	.210	.095	.296
5	.51	.217	.105	-.171	.162	.00	-.040	.412	.204	.124
6	.34	.037	.417	.017	.462	-.26	-.073	.341	-.056	.377
7	.49	.137	.217	-.065	.356	-.35	-.034	.424	.113	.263
8	.29	.017	.462	.077	.331	-.38	-.163	.178	-.167	.172
9	.14	-.118	.251	-.248	.076	-.32	-.189	.142	-.044	.403
10	.63	.145	.202	-.163	.174	-.35	.031	.432	.301	.042
11	.69	.071	.343	-.035	.420	-.06	.154	.192	.086	.314

Two types of data were obtained from the follow-up interviews: 1) descriptive data from open-ended questions, and 2) quantitative data from Likert scale items.

Descriptive data requested via open-ended questions dealt primarily with specific goals (short-term and long-term) which participants had set up as a result of their involvement in the educational program. All but five of the 36 participants set at least one short-term goal and all but seven set at least one long-term goal. The results indicate that most of the participants (22 of 36) set either one or two long-term goals. There was a variety of goals, ranging from personal goals unrelated to career choice to goals involving informal or formal training and education for a specific non-traditional occupation.

The Likert scale data (see Table 21) are from the participants' reports of any changes they made in achieving goals or changing values, interests, personality, skills, or self-concept. Also included are reports of their progress in entering training programs and the kinds of feedback they have received from administrators as well as from family and friends regarding their selection of a non-traditional career. To facilitate the discussion of the participants' responses to the questionnaire, response modes of either some, considerable, or very much, were collapsed, and are referred to here as "at least some change."

With regard to reporting at least some changes in values, interests, personality, skills, and self concept: 36% (13) of the

Table 21

Frequencies of Responses to Items in Follow-up Interview

	Yes	No	Not Applicable	None at All	Very Little	Some	Considerably	Very Much
Set a goal of entering non-traditional career	16	20						
Achieved short-term goals set during program				7	3	9	10	7
Altered these goals				31	0	3	2	0
Changes in Values				22	1	9	3	1
Interests				20	5	6	5	0
Personality				20	2	8	3	3
Skills				22	3	6	4	1
Self-Concept				11	3	10	3	9
Working on intermediate and long-term goals			2	12	3	13	4	2
Changes will be made over immediate or long range period in Values				10	8	12	5	1
Interests				11	2	13	8	2
Personality				14	4	11	5	2
Skills				6	1	7	11	11
Self-Concept				8	4	10	8	6
Made application and/or enrolled in training program	16	20						
Made application and/or enrolled in apprenticeship program	1	35						

Table 21 (cont'd)

	Yes	No	Not Applicable	None at All	Very Little	Some	Considerably	Very Much
Encountered problems getting in or staying in training program			21	11	1	2	1	0
Reasons:								
Didn't have time to pursue training			24	7	1	1	3	0
Can't afford it			23	6	1	2	2	2
Feel it isn't worth the hassle			24	10	2	0	0	0
Feel it would be too difficult to get admitted			24	10	2	0	0	0
Encountered negative feedback from people running the training program			24	9	2	1	0	0
Reasons:								
People offering training programs think you wouldn't be able to do the work			26	8	0	2	0	0
They feel you wouldn't stay with the training program			26	8	0	2	0	0
They think the occupation for which they offer training isn't for women			26	7	0	3	0	0
They think you won't fit in with those already in the occupation			26	9	0	1	0	0
Applied for and/or received financial aid for training	3	33						
Source: BEOG 2								
CETA 1								
Overall, family and friends supportive of career choice			3	0	1	10	12	10
Husband/boyfriend supportive			14	3	2	4	4	9
Children supportive			17	0	1	4	5	9
Brothers/Sisters supportive			13	1	4	4	7	7
Parents supportive			13	0	2	9	5	7
Friends supportive			3	2	4	9	6	12

participants have made at least some changes in their values; 31% (11) in their interests; 38% (14) in their personality; while 31% (11) report making at least some changes in their skills. Self-concept seemed to be the area of most change. Sixty-one percent (22) the participants indicated at least some change in self-concept.

When questioned whether they thought they would make changes over the intermediate or long range period, 50% (18) of the participants reported they expected to make at least some change in values. Furthermore, 64% (23) expected at least some change in interests, 51% (18) expected some change in personality, while 67% (24) expected some self-concept change. The area of skill development seemed to be the area of most anticipated change. Eighty-one percent (29) of the participants reported that over the intermediate or long period, they expected to make at least some changes in their skills. It is interesting to note that 61% (22) felt that their skills would change "considerable" or "very much" over the intermediate, or long range period.

In examining short-term, and intermediate or long-term goals, 44% (16) of the participants set short-term goals related to training and education, and 56% (20) set intermediate or long-term goals in this area. Thirty-three percent (12) of the participants set short-term goals of getting a job or entering a specified career, while 39% (14) specified intermediate or long-term goals of this nature. In answer to the question about progress on short-term goals, 72% (26) of the participants reported at least some progress.

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In addition, 53% (19) reported accomplishing at least some work on intermediate and long-term goals.

At the time of the follow-up interviews, 47% (17) of the participants had reported applying for or enrolling in a training program or apprenticeship to acquire needed job skills. However, only three of the participants had applied for, or received financial aid for training. Finally, 89% (32) of the participants reported that their families and friends were supportive, at least to some extent, of their career choice.

Evaluation

The purpose of evaluating the treatment program was to assess the participants' and host institution administrators' reaction to the activities conducted in the workshop. Evaluations were completed by both the participants and host administrators at each selected Community/Junior College. The evaluation form (see Appendix Q) was purposively open ended in order to obtain honest participant response. Questions included: 1) What did you like most about the workshops?; 2) What did you like least?; 3) If you could change anything about the workshop, what would you change?; 4) Do you think you have benefited from attending this workshop? In what way?

Descriptive statistics assessing the responses indicate 68% (25) of the 37 respondents stated that they most favored group discussion and subsequent support received from other participants. Respondents also favored the helpfulness of the facilitators (19%) and the step by step format of the workbook (11%). When asked "What did you like the least?" Thirty-one percent (11) of the respondents replied "nothing" or left the space provided for answers blank. Participants liked least the facilitators reading some parts of the units (14%) and the sessions lasting only two hours (11%).

The most notable changes suggested by the participants included lengthening the session (25%), allowing more time for discussion (14%), and lengthening the time available for occupational exploration (10%). Thirty-one percent (11) of the respondents indicated that they would not make any changes or left the space provided for answers blank.

When asked if they had benefited from attending the workshop, all participants responded to the question and 92% (33) indicated positive benefits. Increased self-knowledge (47%) was the most often stated benefit. In addition, broadened concepts of employment opportunities (25%); knowledge of the steps to follow for acquiring future employment (19%); and exposure to other women with similar problems (14%) were also cited as benefiting respondents.

Evaluation by the host administrators stated that participants as well as community reaction to the program was favorable. Suggestions for improvement included increased delivery time of educational program and utilization of guest speakers (i.e., females working in non-traditional occupations). Additionally, one administrator requested an in-service teacher workshop in which prospective instructors could be trained. As a further indication of the perceived benefits of the program, it should be noted that the program is currently being offered as a credit course at one host institution. Other local community college administrators have also expressed interest in offering the program at their respective colleges. Thus, the evaluation by both participants and host administrators (though admittedly biased) indicated that although some minor changes were suggested the program was indeed beneficial for those who participated.

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Conclusions

The conclusions reported here are those that are the most salient with regard to the utilization of the educational program to assist women overcome the barriers to entering non-traditional occupational training programs and careers. A secondary focus of this section is the transportability of the program. The conclusions are as follows:

1. Women who are interested in considering a non-traditional career can be recruited from a community. An adequate number of applications for the workshops were received to enable the researchers to randomly select participants for both the experimental and control groups. It should be noted that the attrition rate between applications and the attendance at the first meeting was high. Thus, there is a discrepancy between the number who will indicate interest and those that will actually attend.
2. The educational program appeared to be effective in changing the attitudes of the participants toward perceptions of less deterrence to entering male-dominated occupations. The adjusted posttest mean scores for the experimental group consistently reflect a lower level of deterrence to entering non-traditional careers than those for the control group.
3. The educational program appeared to have an impact on locus of control, as measured by the Career Development

Responsibility Scale and the Rotter I-E Scale. Participants in the experimental group made greater gains (although not statistically significant) toward internality from pretest to posttest than did control group participants. There also appears to be some relationship between change scores for locus of control and change scores for survey items indicating that changes in locus of control toward internality tend to occur concurrently with decreases in perceptions of deterrence.

4. Involvement in the educational program facilitated the entry of some of the participants into non-traditional occupational training programs and jobs. Follow-up of the experimental treatment group indicated that 50% of the participants said they planned to enter non-traditional careers or training programs. Of these 50 percent, all did, in fact, apply for or enter non-traditional educational/training or apprenticeship programs. Similar results appeared to be obtained with the control group when they were involved in the educational program. This is an indicator that historical error did not occur, i.e., the control group made similar gains in acquisition of non-traditional skills and jobs during the treatment program--but had not made these gains prior to the posttest or follow-up of the experimental group.

5. A differential effect of the experimental treatment program can be expected depending on the location in which it

is presented. The use of the program in three different locations allowed the researchers to observe and measure the effects with different groups. Although the results were in the same direction, the amount of gain varied. Therefore, the impact of the educational program may be tempered by the community in which it is offered and the nature of the participants.

6. It appears that the experimental program, with minor changes, could be utilized in the outreach program of any community college, i.e., it is transportable. Participants in the experimental program, for the most part, expressed satisfaction with the exercises included in the program. Suggested changes are primarily in the format of the delivery rather than the content of the educational program. The researchers concluded that the theoretical framework utilized was appropriate for the target audience.

7. The application of the experimental treatment program was effective in getting the participants to establish short and long term goals, explore their occupational interest, change their self-concept, and gain support from family and friends for their career choices. One would not necessarily expect all participants to change in all of these areas. Thus, the researchers' indication that the program was effective is an expression of a value judgement that the changes that were obtained were satisfactory to

them. It was felt that the changes were such that if a program of this nature were continued, it would result in a flow of women into non-traditional occupational preparation programs and jobs.

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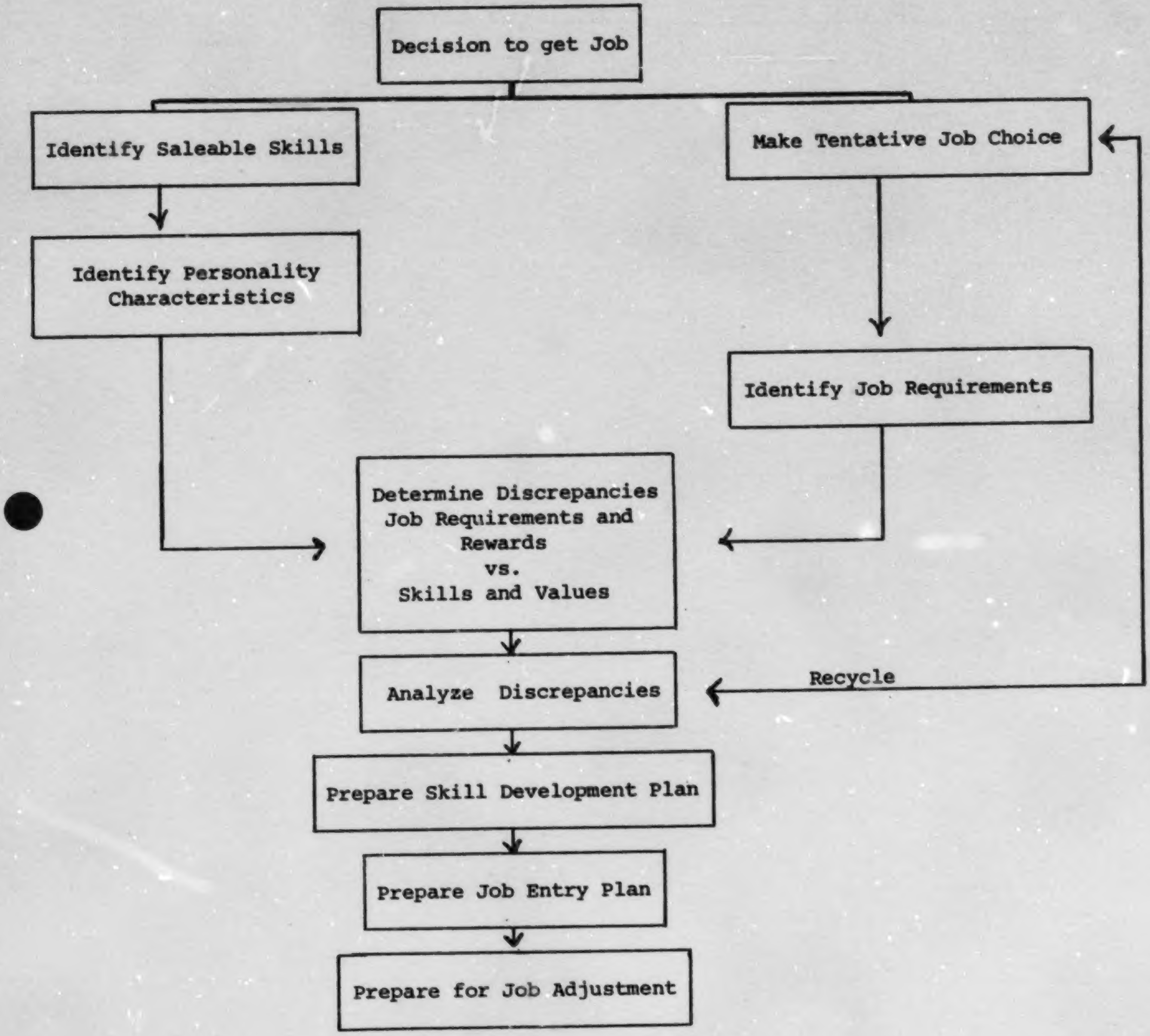
Appendix H

Model for Facilitating Career Development

Model for Facilitating Career Development


Decision to get Job
Identify Saleable Skills
Make Tentative Job Choice
Identify Personality Characteristics
Identify Job Requirements
Determine Discrepancies Job Requirements and Rewards vs. Skills and Values
Analyze Discrepancies
Recycle
Prepare Skill Development Plan
Prepare Job Entry Plan
Prepare for Job Adjustment

Appendix I

Brochure Announcing Program

Non-Traditional Careers for Women

a series of workshops

Florida State University

This program is being offered through a grant (G007702136) funded by the United States Department of Health, Education, and Welfare, Office of Education, Bureau of Occupational and Adult Education.

NON-TRADITIONAL CAREERS FOR WOMEN

A series of workshops to help women prepare for entering careers and training programs that are considered non-traditional will be presented by Okaloosa-Walton Junior College, Tallahassee Community College, and Pasco-Hernando Community College in cooperation with the Florida State University Department of Educational Leadership.

THROUGH THIS PROGRAM PARTICIPANTS WILL:

— Learn about the careers and fields that offer the greatest financial rewards.
— Learn to overcome the risks of pursuing non-traditional careers.
— Learn how to increase the chances of succeeding in a non-traditional career.

Emphasis will be on overcoming the special problems that may occur when women go to work or pursue training for jobs that previously have been performed only by men. A variety of instructional methods will be used including audio visual tapes, role playing, individualized problem solving, evaluation of personal goals and group interaction. The workshop sessions will be conducted in ten, two-hour sessions running two times a week for five weeks beginning in mid-September.

"Non-Traditional Careers for Women" will be offered at *no cost* to the participants.

For further information, or to register, please contact:

Mondays & Wednesdays 7-9 P.M. Sept. 11-Oct. 9, 1978 Okaloosa-Walton Community College	Tuesdays & Thursdays 7-9 P.M. Sept. 19-Oct. 19, 1978 Tallahassee Community College	Mondays & Wednesdays 7-9 P.M. Oct. 2-Nov. 1, 1978 Pasco-Hernando Community College
Dr. Earl Gulledge Dean of the College Okaloosa-Walton Jr. Col. Niceville, FL 32578 (904)-678-5111	Dr. Archie Johnston Director of Institutional Research Tallahassee Comm. Col. 444 Appleyard Drive Tallahassee, FL 32304 (904)-576-5181, #274	Mr. Jim Moore Continuing Ed. Specialist Continuing Ed. Dept. Pasco-Hernando Comm. Col. 7025 State Road 785 New Port Richey, FL 35552 (813)-847-2727, #210

When your registration form is received, additional information, including proposed schedules, location, and materials will be sent to you.

INSTRUCTIONAL STAFF

DR. HOLLIE B. THOMAS, DIRECTOR

Dr. Thomas is Associate Professor of Education at the Florida State University. He has an extensive background in Counseling and Career Education. Dr. Thomas has published numerous articles in the field and conducted workshops throughout the country. Dr. Thomas is known nationally for his work in vocational guidance and career development.

STAFF:

Leo Christie, Kay Colvin, and Karen Denbroeder, Workshop Staff, have worked in depth on this project under the direction and guidance of Dr. Thomas, and will be conducting the workshops. These instructional staff members have had extensive experience in counseling, teaching, and private business.

MAJOR TOPICS WILL BE:

— How to select a career: Traditional vs. Non-Traditional

— Making a career decision: Traditional vs. Non-Traditional

— Learning to communicate and be assertive for personal success

— How to develop personal responsibility

— How to acquire employment skills

— Learning new avenues to Non-Traditional Careers

— Learning to define life goals

— Building confidence and ability to succeed

— Coping with the stresses of Non-Traditional Careers

This document was promulgated at a cost of $.035 a copy to advise the public of "Non-Traditional Careers for Women" Workshop.

NON-TRADITIONAL CAREERS FOR WOMEN
REGISTRATION FORM
September, October, November, 1978

NAME ______________________ DAYTIME TELEPHONE ______________

ADDRESS ____

CITY ____________________ STATE ______________ ZIP CODE ______

Please complete the registration form and return in the enclosed postage free envelope to the appropriate office. Enrollment is limited so pre-registration is necessary.

TALLAHASSEE COMMUNITY COLLEGE
Tuesdays & Thursdays
7-9 P.M., Sept. 19-Oct. 19, 1978
Dr. Archie Johnston, Director
Office of Institutional Research
444 Appleyard Drive
Tallahassee, Florida 32304

OKALOOSA-WALTON JUNIOR COLLEGE
Mondays & Wednesdays
7-9 P.M., Sept. 11-Oct. 9, 1978
Dr. Earl Gulledge
Dean of the College
Okaloosa-Walton Junior College
Niceville, Florida 32578

PASCO-HERNANDO COMMUNITY COLLEGE
Mondays & Wednesdays
7-9 P.M., Oct. 2-Nov. 1, 1978
Mr. Jim Moore
Continuing Education Specialist
Continuing Education Department
7025 State Road 785
New Port Richey, Florida 33552

- -

Tallahassee Community College
444 Appleyard Drive
Tallahassee, Florida 32304

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Appendix J

Letters Mailed to Selected Participants

Dear

We wish to thank you for your interest in "Non-Traditional Careers for Women." There will be an organizational meeting

held______________________________at_______________________

from__________________________.

We are looking forward to seeing you on ______________.

Sincerely,

Hollie B. Thomas

Leo Christie

Karen Denbroeder

Kay Colvin

Dear

We wish to thank you for your interest in "Non-Traditional Careers for Women." The first session will be held on________ _________from______________________at______________________.

Some of the topics to be discussed include:

___How to select a career: Traditional vs. Non-Traditional

___Making a career decision: Traditional vs. Non-Traditional

___How to develop personal responsibility

___How to acquire employment skills

___Learning new avenues to Non-Traditional Careers

___Learning to define life goals

___Building confidence and ability to succeed

___Coping with the stresses of Non-Traditional Careers

We are looking forward to seeing you on________________.

Sincerely,

Hollie B. Thomas

Leo Christie

Karen Denbroeder

Kay Colvin

Dear

We wish to thank you for your interest in "Non-Traditional Careers For Women." We are sorry, but at this time we are unable to accomdate all who expressed an interest in the workshop series. However, there will be another workshop offered by the college later this year. It will not be necessary for you to re-register. Your name will be kept on file and you will be contacted by________

____________.

Sincerely,

Hollie B. Thomas

Leo Christie

Karen Denbroeder

Kay Colvin

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Appendix K

Pretest/Posttest Instrument

Name________________________________

SURVEY OF WOMEN'S ATTITUDES ABOUT CAREERS

This survey provides you with an opportunity to express your opinions about the obstacles that would be (or are) encountered by women who choose to seek jobs in fields usually dominated by men. The results of the survey will help us assist women to establish careers in the field of their choice, whether it be one usually dominated by women or men.

On the following pages you will find a series of statements that may or may not keep women from seeking a job in an area that is usually dominated by men. You are asked to express your feelings about how much or how little you agree with each statement.

There are no right or wrong answers, so do not hesitate to respond to each statement exactly the way you feel.

DIRECTIONS FOR MARKING YOUR RESPONSES:

A. In making your responses circle 1, 2, 3, 4, or 5 as below:

(1) Strongly Agree--if the statement describes an obstacle that would have considerable impact on women's career development.

(2) Agree--if the statement describes an obstacle that would have moderate impact on women's career development.

(3) Undecided--if you are not sure whether or not the statement describes an obstacle that would have an impact on the career development of women.

(4) Disagree--if the statement does not describe an obstacle that would have considerable impact on career development.

(5) Strongly Disagree--if the statement describes an obstacle that would have little, if any, impact on career development.

B. When selecting your responses, consider the response words as if they were points on the same straight line.

Strongly Agree 2 Undecided 4 Strongly Disagree

1 Agree 3 Disagree 5

C. Below are sample statements with responses shown.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
People have trouble getting into business.	1	[✓ 2]	3	4	5
Career fields are hard to get into.	1	2	[✓ 3]	4	5

D. PLEASE DO NOT OMIT ANY ITEMS.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
A. A woman may decide not to enter careers that are usually held by men because:					
1. She wasn't told she could.	1	2	3	4	5
2. She doesn't want any hassle on the job	1	2	3	4	5
3. She doesn't want to compete.	1	2	3	4	5
4. She doesn't see herself as a professional.	1	2	3	4	5
5. She doesn't feel that she is as competent as the man in the field	1	2	3	4	5
6. She would offend men by being successful	1	2	3	4	5
7. She feels that women have to be better (work harder, et cetera) than men to be successful in the same job.	1	2	3	4	5
B. Information about careers usually held by men:					
1. May never be sought by women	1	2	3	4	5
2. May never be reviewed seriously by a woman.	1	2	3	4	5
3. May take extra effort to obtain as compared to information concerning occupations typically held by females	1	2	3	4	5
4. May not be available in the form of a female role model	1	2	3	4	5
C. If a woman seeks information about non-traditional occupations (those usually held by men) she may find that:					
1. She has difficulty overcoming negative feedback from the sources of occupational information	1	2	3	4	5
2. She has difficulty getting people to talk to her about these occupations	1	2	3	4	5
3. She has difficulty getting information about openings in these occupations.	1	2	3	4	5
4. She may have difficulty overcoming the pressure to look at information about jobs that are traditionally female	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
C. (cont'd) If a woman seeks information about non-traditional occupations (those usually held by men) she may find that:					
5. She may have difficulty knowing where to start looking for information needed. . . .	1	2	3	4	5
D. A woman who attempts to get training in a male dominated field is likely to feel that persons offering the training programs:					
1. Are not interested in her	1	2	3	4	5
2. Think that she would not be able to do the work.	1	2	3	4	5
3. Think of her as a female, rather than someone seriously interested in pursuing a career.	1	2	3	4	5
4. Would have the perception that women would not stay with the training program	1	2	3	4	5
5. Would recruit her into a female dominated occupational training program	1	2	3	4	5
6. Do not think she could get a job in the occupation for which they offered training. .	1	2	3	4	5
7. Think that the occupation for which they offer training "just isn't for women". . .	1	2	3	4	5
8. Think that even if you can train her, she won't be physically strong enough for the job	1	2	3	4	5
9. Think she won't like the working conditions	1	2	3	4	5
10. Think she won't fit in with those already in the profession	1	2	3	4	5
E. A woman who makes plans to enter a career usually sought only by men is likely to feel that her friends think that:					
1. "Ladies" shouldn't seek that kind of career	1	2	3	4	5
2. She won't be satisfied with the job	1	2	3	4	5
3. She should seek a job in an area where more women are employed	1	2	3	4	5

F. A woman may be reluctant to seek training for a career usually held by men because:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. She feels that men are more competent than women in some areas such as math and science.	1	2	3	4	5
2. She has doubts about her ability to do the job even if she did finish the training.	1	2	3	4	5
3. She feels that women have less mechanical ability than men	1	2	3	4	5
4. She feels that the "pay off" of training is quicker for the traditional jobs	1	2	3	4	5
5. She is unable or not willing to forgo income during training or graduate school for the non-traditional occupation	1	2	3	4	5
6. She has a low-paying job which doesn't allow her to save enough to pay for additional training	1	2	3	4	5
7. She doesn't know how to get financial aid for this kind of training.	1	2	3	4	5
8. She would feel that any money available to pay for training for these kinds of jobs should go to her husband or other male members of the household	1	2	3	4	5
9. She couldn't be away from her family for training programs that are offered in the evening.	1	2	3	4	5
G. Women who hold jobs in traditional female fields find it difficult to leave their jobs to acquire jobs traditionally held by men because:					
1. They like their present job	1	2	3	4	5
2. They don't want to give up their job security	1	2	3	4	5
3. They know they can be successful in the job they hold.	1	2	3	4	5
4. They want to stay where they are safe and secure	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
G. (cont'd) Women who hold jobs in traditional female fields find it difficult to leave their jobs to acquire jobs traditionally held by men because:					
5. They feel that the experience they had in a "female" job won't count for experience required in a "male" job.	1	2	3	4	5
H. Women have traditionally remained in certain jobs and professions because they believe that:					
1. A woman should be supportive of her husband's career	1	2	3	4	5
2. Husband's object if wives make a higher salary than they do	1	2	3	4	5
3. A woman has a different set of values than a man	1	2	3	4	5
I. A woman may have difficulty getting qualified and staying qualified for jobs traditionally held by men because:					
1. She finds it necessary to leave the training program to follow her husband or family	1	2	3	4	5
2. She feels it would be difficult to get admitted to the educational or training program, so she never tries.	1	2	3	4	5
3. She feels that she can't leave her family to go to a training program in another state .	1	2	3	4	5
4. She feels that she can't go out of town for training sessions or conferences.	1	2	3	4	5
5. She doesn't feel it is worth the hassle to get the required training	1	2	3	4	5
6. She usually enrolls in a school curriculum that doesn't prepare her for a job	1	2	3	4	5
7. She does not have time to pursue training for these kinds of jobs	1	2	3	4	5
8. She finds it easier to get into and/or reenter jobs traditionally held by women. . .	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I. (cont'd) A woman may have difficulty getting qualified and staying qualified for jobs traditionally held by men because:					
9. She got a scholarship in another field and cannot financially afford to give it up in order to pursue the training in the male-dominated field.	1	2	3	4	5
J. A woman may feel that if she is successful in an occupation typically held only by men that:					
1. Men feel uncomfortable with women in responsible positions.	1	2	3	4	5
2. She still will not be as respected as a male with similar success	1	2	3	4	5
3. Men would still feel they would have to protect her from "unpleasant" experiences . .	1	2	3	4	5
K. An employed woman may not be willing to risk seeking a job usually held by men because:					
1. She feels she would risk her present occupation if she looked for another job . . .	1	2	3	4	5
2. She feels she wouldn't be paid as much as the men.	1	2	3	4	5
3. She feels an immediate obligation to help her family financially	1	2	3	4	5
L. College education for a woman:					
1. Isn't worth as much as it is for a man . .	1	2	3	4	5
2. Makes it harder to get a job than if she hadn't gone to college	1	2	3	4	5
3. Is usually just an insurance policy in case she has to work.	1	2	3	4	5
M. A woman may be reluctant to pursue a career in a field dominated by men because:					
1. She is afraid of being rejected by the males with whom she would be working	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
M. (cont'd) A woman may be reluctant to pursue a career in a field dominated by men because:					
2. She feels there is a low probability of a woman being successful in the field.	1	2	3	4	5
3. She feels that men in the occupation would insist that she play the woman's role . . .	1	2	3	4	5
4. She is reluctant to apply or interview for jobs usually held by men	1	2	3	4	5
5. These careers wouldn't give her time to be a mother	1	2	3	4	5
6. She doesn't have the experience or training.	1	2	3	4	5
7. She doesn't feel she would be lucky enough to get it.	1	2	3	4	5
8. She doesn't feel she would get the job - so why try	1	2	3	4	5
N. Women may have difficulty getting jobs usually held by men because:					
1. Women can't pick up and move to a job as easily as a man.	1	2	3	4	5
2. They think that employers don't hire women for management positions	1	2	3	4	5
3. They don't plan for a lifetime career . . .	1	2	3	4	5
4. They don't want to leave their hometown . .	1	2	3	4	5
O. Women do not seek the same careers as do men because:					
1. They lack self-confidence	1	2	3	4	5
2. A woman should be a wife and mother first. .	1	2	3	4	5
P. A woman who obtains a job in an area dominated by men may find it difficult to cope with:					
1. Being "talked down" to by men who are less competent than she is.	1	2	3	4	5
2. The men's thinking she won't be able to do an effective job	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
P. (cont'd) A woman who obtains a job in an area dominated by men may find it difficult to cope with:					
3. The resentment from the wives of the men with whom she works.	1	2	3	4	5
4. The feeling that no matter how well she does her job she will not be promoted	1	2	3	4	5
5. The negative attitude of men that she's taking the place of a male who should be in the job.	1	2	3	4	5
6. Getting less regard than men for doing the job well	1	2	3	4	5
7. Men's attitude of superiority.	1	2	3	4	5
8. The dangers that exist in some jobs	1	2	3	4	5
9. The feeling (by men) that they are better at technical things than women are.	1	2	3	4	5
10. The conflict with the religious teaching that stress the role of a woman as that of a wife and mother . , ...	1	2	3	4	5
Q. A woman who works in jobs usually held by men:					
1. Must earn respect rather than have it conferred on them as the men do	1	2	3	4	5
2. Has difficulty supervising other women . . .	1	2	3	4	5
3. Has to put up with other women who are jealous of her success	1	2	3	4	5
4. Gets criticism that relates to being female rather than job perfomance	1	2	3	4	5
5. Has to stand up for her rights in order to get promotions she deserves	1	2	3	4	5
6. Has a boss that is male.	1	2	3	4	5
R. A woman is likely to choose to enter a "female" career (those usually dominated by women) because:					
1. Others tell her to	1	2	3	4	5

R. (cont'd) A woman is likely to choose to enter a "female" career (those usually dominated by women) because:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
2. Her friends chose it too.	1	2	3	4	5
3. Books, TV, and magazines all portray women in stereotyped roles	1	2	3	4	5
4. She knows of women who are unhappy in other careers	1	2	3	4	5
5. Persons employed in the career will be supportive of her	1	2	3	4	5
6. She has not been told to pursue other alternatives	1	2	3	4	5
7. She is not aware of her own potential	1	2	3	4	5

S. A woman's family may affect her career decision by:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Expecting her to have babies.	1	2	3	4	5
2. Expecting her to marry well	1	2	3	4	5
3. Expecting her to please them rather than make her own career decision	1	2	3	4	5
4. Putting too much pressure on her to do well in a proper career field	1	2	3	4	5
5. Making all of her decisions for her	1	2	3	4	5
6. Teaching her where a woman's place is in society	1	2	3	4	5
7. Expecting her to work immediately to assist in supporting the family.	1	2	3	4	5
8. Protecting her.	1	2	3	4	5
9. Teaching her that women are solely responsible for raising the family and taking care of the household operation	1	2	3	4	5
10. Insisting that a woman can't be a good wife and have a career	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
S. (cont'd) A woman's family may affect her career decision by:					
11. Allowing her to depend on them for financial support.	1	2	3	4	5
T. A woman may not go into a non-traditional or previously male dominated career because:					
1. Her family feels that academics are for men; easier studies are for women.	1	2	3	4	5
2. Her parents felt the boy in the family should have priority for career training	1	2	3	4	5
3. Her family gave little or no positive feedback regarding her career plans	1	2	3	4	5
4. Her main desire is to please her parents. .	1	2	3	4	5
5. Her family wanted her to do what was safe and secure.	1	2	3	4	5
6. There are no career oriented, professional role models in her immediate family	1	2	3	4	5
7. Her parents want her to get married, take care of her husband, and provide grandchildren as soon as possible.	1	2	3	4	5
8. Her reluctance to leave home or to be completely independent	1	2	3	4	5
9. Her feeling that her job was only temporary until her marriage.	1	2	3	4	5
10. Her working mostly with men in a profession causes problems at home for her husband . .	1	2	3	4	5
11. Her inability to be a mother, housekeeper, and career woman all at the same time . . .	1	2	3	4	5

Occupational Experience Scale

INSTRUCTIONS:

The statements that follow provide you with an opportunity to express the way you feel about certain events regarding careers and career decisions. Each item consists of a statement and a pair of alternative responses lettered a or b. Please select the one you actually believe to be true, rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief, obviously there are no right or wrong answers.

In some instances, you may discover that you believe both statements or neither one. In such cases, be sure to select the one you most strongly believe to be the case, as far as you are concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choice.

1. People find out about jobs and what skills and knowledge are required for the job
   a. usually by accident.
   b. because they carefully consider all job possibilities.
2. The job you are able to get depends mostly on
   a. how lucky you are
   b. how much you know about the jobs that are available
3. When it is time to think about getting a job
   a. the steps to get into the job will become obvious to you.
   b. you should ask a young person in the occupation in which you are interested what he did to get the job.
4. If you find a good job, it would more likely be because
   a. you were in the right place at the right time.
   b. of your earlier decision to prepare for it.
5. It is better to
   a. have someone else plan your career.
   b. get all the facts and advice you think you need and make your own career plans.
6. Information about jobs should
   a. be provided to students in their classes.
   b. be obtained by the student who is interested in a particular occupation, from whatever sources are available.
7. In a job interview, it is probably best to
   a. just answer the questions you are asked.
   b. have certain things planned ahead that you want to tell the interviewer.
8. You should
   a. try to get a job where you have to make a lot of decisions by yourself.
   b. take a job where you are told what and how to do everything.
9. Teenagers should
   a. think out and plan the right path for their careers.
   b. be given intensive tests and interviews by vocational guidance counselors to determine the right career for each of them.

Occupational Experience (cont'd)

10. You should
    a. try to understand yourself, your needs and values in relation to jobs.
    b. depend on others to tell you how you would fit into jobs.

11. Your interest
    a. should be determined by exploring jobs and what you like about them.
    b. should not be explored, because liking a job is not important.

12. Suppose someone is promoted to a leadership position in his company. It is probably because
    a. he/she took advantage of the opportunities that were available.
    b. he/she got the right breaks.

13. If you are looking for work, it is probably best to
    a. take the first job that is offered to you.
    b. wait until you ffnd a job that would be satisfying to you.

14. Knowing what occupation is best for you
    a. is not possible because there are too many things a person cannot know.
    b. depends mostly on your figuring out what kind of person you are.

15. If you get a job that you enjoy, it might possibly be because
    a. someone told you to take the job because they thought it was right for you.
    b. you took into account the types of things you want to get from a job.

16. If you get a job that you don't like, it would most likely be because
    a. you didn't try hard enough to find out what jobs you would like.
    b. because of things that you do not have control over.

17. Results of tests concerning occupational choice should be used to
    a. help you explore your feelings about jobs and how you fit into them.
    b. show you the jobs in which you could be successful.

18. Getting a particular job depends mostly on
    a. what you know and are able to do.
    b. knowing the right people.

19. Doing a job well depends on
    a. someone giving you a specific set of procedures to follow.
    b. being able to make the right decisions yourself.

20. Suppose a test showed that you did not know much about occupations. Would this most likely be because
    a. no one had ever bothered to tell you about occupations?
    b. you had not looked into requirements for occupations?

21. A person
    a. should depend on others to tell him/her what job is best suited for him/her.
    b. can figure out what job is best suited for him/her.

22. If you get a job that agrees with you abilities and interests, it is probably because
    a. you planned well.
    b/ it just happened that way.

23. Preparation for a particular occupation
    a. will allow you to enter that occupation or a related one.
    b. doesn't do any good, because the future cannot be predicted.

24. Learning about jobs
    a. is necessary if you want to make a wise career choice.
    b. usually doesn't help

25. Suppose you have a job and your supervisor is telling you how to do a job which you cannot understand. It would probably be because
    a. he didn't explain it well.
    b. because of something you are supposed to know but have forgotten.

26. The school should
    a. provide an opportunity for you to explore occupations in which you are interested.
    b. require you to explore many occupations.

27. A person
    a. can usually tell which job is best for him/her.
    b. usually has very little to say about the job her/she gets.

28. Suppose a friend of yours becomes a doctor. Would it most likely be because he/she
    a. worked hard throughout school so that he/she could get into medical school?
    b. his father got him/her into medical school?

29. If you don't get the job you want, it is probably because of
    a. bad luck.
    b. lack of planning.

30. It is probably better
    a. to take only a job that interests you.
    b. to take any job that is offered to you.

Life Experience Scale

INSTRUCTIONS:

The statements that follow are similar to those above except that they include a broader range of life experiences. You are to select one alternate statement that you believe to be the most true from each pair. Please indicate your response by circling either a or b for each set.

1. a. Children get into trouble because their parents punish them too much.
   b. The trouble with most children nowadays, is that their parents are too easy with them.

2. a. Many of the unhappy things in people's lives are partly due to bad luck.
   b. People's misfortunes result from the mistakes they make.

3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.
   b. There will always be wars, no matter how hard people try to prevent them.

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Life Experience Scale (cont'd)

4. a. In the long run people get the respect they deserve in this world.
   b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5. a. The idea that teachers are unfair to students is nonsense.
   b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6. a. Without the right breaks one cannot be an effective leader.
   b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7. a. No matter how hard you try some people just don't like you.
   b. People who can't get others to like them don't understand how to get along with others.

8. a. Heredity plays the major role in determining one's personality.
   b. It is one's experiences in life which determine what they're like.

9. a. I have often found that what is going to happen will happen.
   b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10. a. In the case of the well prepared student there is rarely, if ever, such a thing as an unfair test.
    b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
    b. Getting a good job depends mainly on being in the right place at the right time.

12. a. The average citizen can have an influence in government decisions.
    b. This world is run by the few people in power, and there is not much the little guy can do about it.

13. a. When I make plans, I am almost certain that I can make them work.
    b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14. a. There are certain people who are just no good.
    b. There is some good in everybody.

15. a. In my case getting what I want has little or nothing to do with luck.
    b. Many time we might just as well decide what to do by flipping a coin.

16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
    b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, not control.
    b. By taking an active part in political and social affairs the people can control world events.

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Life Experience Scale (cont'd)

18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
    b. There really is no such thing as "luck.

19. a. One should always be willing to admit mistakes.
    b. It is usually best to cover up one's mistakes.

20. a. It is hard to know whether or not a person really likes you.
    b. How many friends you have depends upon how nice a person you are.

21. a. In the long run the bad things that happen to us are balanced by the good ones.
    b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22. a. With enough effort we can wipe out political corruption.
    b. It is difficult for people to have much control over the things politicians do in office.

23. a. Sometimes I can't understand how teachers arrive at the grades they give.
    b. There is a direct connection between how hard I study and the grades I get.

24. a. A good leader expects people to decide for themselves what they should do.
    b. A good leader makes it clear to everybody what their jobs are.

25. a. Many times I feel that I have little influence over the things that happen to me.
    b. It is impossible for me to believe that chance or luck plays an important role in my life.

26. a. People are lonely because they don't try to be friendly.
    b. There's not much use in trying too hard to please people, if they like you, they like you.

27. a. There is too much emphasis on athletics in high school.
    b. Team sports are an excellent way to build character.

28. a. What happens to me is my own doing.
    b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a. Most of the time I can't understand why politicians behave the way they do.
    b. In the long run the people are responsible for bad government on a national as well as on a local level.

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Personal Information Data

We need to know a few things about you so that we may better understand the way women feel about careers.

Please complete the following:

1. Your age in years is; (check one)

___ Less than 20
___ 20 - 29.99
___ 30 - 39.99
___ 40 - 49.99
___ 50 - 59.99
___ 60 or over

2. Have you ever considered entering careers other than the one in which you are now employed? ___Yes ___No

If yes, what were these careers?

____

____

____

3. Have you at any time considered entering a career that you would consider to be one that is held mostly by men? ___Yes ___No.

If yes, how much did you consider this career?

___ only a little
___ considerable

What male dominated career(s) did you consider?

____

____

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Appendix L

Follow-up Interview

ASSESSMENT OF CAREER PLANS

1. Did you set a goal of entering a non-traditional career? Yes No

	None at all	Very little	Some	Considerably	Very much
2. Have you achieved the short-term goals you set for yourself during the workshop?	1	2	3	4	5
Goals					
A.____________________	1	2	3	4	5
B.____________________	1	2	3	4	5
C.____________________	1	2	3	4	5
D.____________________	1	2	3	4	5
E.____________________	1	2	3	4	5
Have you altered any of these goals?	1	2	3	4	5
A.____________________	1	2	3	4	5
B.____________________	1	2	3	4	5
C.____________________	1	2	3	4	5
D.____________________	1	2	3	4	5
E.____________________	1	2	3	4	5
Have there been any changes in:					
A. Your values	1	2	3	4	5
B. Your interests	1	2	3	4	5
C. Your personality	1	2	3	4	5
D. Your skills	1	2	3	4	5
E. Self - concept	1	2	3	4	5

Assessment of Career Plans - page 2

Additional comments: ______________________________

____

____

____

____

____

	None at all	Very little	Some	Considerably	Very much
3. Are you working on your intermediate and long-term goals?	1	2	3	4	5
How much progress have you made?					
Goals					
A. ______________________	1	2	3	4	5
B. ______________________	1	2	3	4	5
C. ______________________	1	2	3	4	5
D. ______________________	1	2	3	4	5
E. ______________________	1	2	3	4	5
Do you think over the immediate-or-long range period you will make changes in your"					
A. Values	1	2	3	4	5
B. Interests	1	2	3	4	5
C. Personality	1	2	3	4	5
D. Skills	1	2	3	4	5
E. Self-concept	1	2	3	4	5

Additional Comments: ____

____

____

____

____

____

4. Have you made application and/or enrolled in a training program to acquire the skills you need for your career field? Yes No

Apprenticeship Program? Yes No

	None at all	Very little	Some	Considerably	very much
5. Have you encountered any problems getting in or staying in the training program?	1	2	3	4	5
A. Are you having difficulty because you don't have time to pursue training for non-traditional jobs?	1	2	3	4	5
B. Because you can't afford it?	1	2	3	4	5
C. Because you feel it isn't worth the hassle to get the training?	1	2	3	4	5
D. Because you feel it would be too difficult to get admitted?	1	2	3	4	5
E. Others					
______________________________	1	2	3	4	5
______________________________	1	2	3	4	5
______________________________	1	2	3	4	5

	None at all	Very little	Some	Considerably	Very much
Have you encountered negatice feedback from people running the training program?	1	2	3	4	5
A. Do the people offering the training programs think you wouldn't be able to do the work?	1	2	3	4	5
B. Do they feel you wouldn't stay with the training program?	1	2	3	4	5
C. Do they think the occupation for which they offer the training isn't for women?	1	2	3	4	5
D. Do they think you won't fit in with those already in the occupation?	1	2	3	4	5
E. Others					
______________________________	1	2	3	4	5
______________________________	1	2	3	4	5
______________________________	1	2	3	4	5

Additional Comments: ____

____

____

____

____

____

6. Have you applied for and/or received financial aid for your training? Yes No

Source: ______________________________

____

____

	None at all	Very little	Some	Considerably	Very much
7. Are your family and friends supportive of your career choice?	1	2	3	4	5
A. Husband/boyfriend	1	2	3	4	5
B. Children	1	2	3	4	5
C. Brothers/sisters	1	2	3	4	5
D. Parents	1	2	3	4	5
E. Friends	1	2	3	4	5

Additional Comments:

Appendix M

Project Procedures Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Sept 10	OWJC-I Ⓔ 11 All Staff	12	OWJC-1Ⓔ 13 Leo Christie	14	15	16
17	OWJC-2 Ⓔ 18 Kay Colvin	TCC-IⒺ 19 All Staff	OWJC-3Ⓔ 20 Leo Christie	TCC-1 Ⓔ 21 Leo Christie	22	23
24	OWJC-4 Ⓔ 25 Karen Denbroeder	TCC-2Ⓔ 26 Kay Colvin	OWJC-5Ⓔ 27 Leo Christie	TCC-3 Ⓔ 28 Leo Christie	29	OWJC-6 Ⓔ 30 Kay Colvin
Oct. 1	PHCC-I Ⓔ 2 All Staff	TCC-4Ⓔ 3 Karen Denbroeder	OWJC-4Ⓔ 4 Kay Colvin PHCC-1 Leo Christie	TCC-5 Ⓔ 5 Leo Christie	6	7
8	OWJC-8 Ⓔ 9 & Posttest Karen Denbroeder PHCC-2 Kay Colvin	TCC-6Ⓔ 10 Kay Colvin	PHCC-3Ⓔ 11 Leo Christie	TCC-7 Ⓔ 12 Kay Colvin	13	14
15	PHCC-4 Ⓔ 16 Karen Denbroeder	TCC-8Ⓔ 17 & Posttest Karen Denbroeder	PHCC-5Ⓔ 18 Leo Christie	19	20	21
22	PHCC-6 Ⓔ 23 Kay Colvin OWJC-Post-Ⓒ test & IⒸ Karen Denbroeder	OWJC-1Ⓒ 24 Karen Denbroeder	PHCC-7Ⓔ 25 Kay Colvin OWJC-2Ⓒ Karen Denbroeder	OWJC-3Ⓒ 26 Leo Christie	OWJC-4Ⓒ 27 Leo Christie	28

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Oct. 29	30 PHCC-8 & Ⓔ Posttest Karen Denbroeder OWJC-5 Ⓒ Kay Colvin TCC Post-C test and I Leo Christie	31 OWJC-6 Ⓒ Leo Christie TCC-1 Ⓒ Karen Denbroeder	Nov. 1 OWJC-7 Ⓒ Kay Colvin TCC-2 Ⓒ Leo Christie	2 OWJC-8 Ⓒ Kay Colvin TCC-3 Ⓒ Karen Denbroeder	3 TCC-4 Ⓒ Karen Denbroeder	4
Nov. 5	6 TCC-5 Ⓒ Kay Colvin PHCC-I Ⓒ Karen Denbroeder	7 TCC-6 Ⓒ Kay Colvin PHCC-1 Ⓒ Karen Denbroeder	8 TCC-7 Ⓒ Kay Colvin PHCC-2 Ⓒ Karen Denbroeder	9 TCC-8 Ⓒ Leo Christie PHCC-3 Ⓒ Kay Colvin	10 PHCC-4 Ⓒ Kay Colvin	11
12	13 PHCC-5 Ⓒ Kay Colvin	14 PHCC-6 Ⓒ Leo Christie	15 PHCC-7 Ⓒ Leo Christie	16 PHCC-8 Ⓒ Leo Christie	17	18

KEY

OWJC = Okaloosa Walton Junior College
TCC = Tallahassee Community College
PHCC = Pasco Hernando Community College
E = Experimental
C = Control
I = Introduction
1,2,3, etc = Unit 1, Unit 2, Unit 3

Appendix N

Pretest Introduction

Pretest Introduction

1. "We are concerned with presenting an educational program that addresses your particular needs and interests as a group. In order for us to accomplish this we need your assistance. By completing this questionnaire, you will be providing us with information we need to insure that this program will address your concerns as women considering non-traditional careers."
2. Read three paragraphs at top of first page.
3. Hand out questionnaires.
4. Go through directions for marking responses.
5. "At the bottom of the last page, please write a short summary of your occupational goals. (Because we have other activities planned for this evening) please try and complete the questionnaire as rapidly as possible."
6. When it appears that most of them are on the last page, remind them to write the occupational goals summary.

Appendix O

Control Group Introduction

Group Control Introduction

Due to the very large number of responses to our announcement of this workshop, our staff will not be able to accomodate all of those wishing to participate in the September session. In order to make the workshop available to more applicants, a repeat session has been planned following the conclusion of the first one. This group has been assigned to the repeat session which will begin (Insert Date) and meet from 7-9 p.m., each week night through (Insert Date).

The reason we have asked you to this meeting tonight is to help us begin to plan the workshop we will present to you in October.

(Begin Standard Introduction). . .

(If a question about assignment of present group to a later workshop comes up:)

After the workshop brochures were sent out, registration forms were returned quickly and were not time-stamped, so it was not possible to determine exactly who registered first. In order to be fair to everyone, applicants were arbitrarily assigned to the first and second workshops, and some were notified that they would have to await the planning of some future session.

Appendix P

Experimental Group Posttest Instructions

Posttest Introduction - Experimental Group

As we mentioned at the beginning of the workshop we were concerned with providing you with an educational program that met your needs and interests. Now that the workshop is over, we need your assistance again in order to evaluate whether or not the workshop accomplished what it was designed to do. By completing the questionnaire you will be providing us with the necessary information to complete this evaluation. In addition, we would like to have your evaluation of the workshop. Please feel free to write any comments and/or recommendations you have - positive or negative on the evaluation form provided.

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Appendix Q

Treatment Program Evaluation Form

Workshop Evaluation

1. What did you like the most about the workshop?

2. What did you like the least?

3. If you could change anything about the workshop what would you change?

4. Do you think you have benefited from attending this workshop? In what way?

Additional comments:

Appendix R

Control Group Posttest Instructions

Posttest Introduction - Control Group

Our primary concern in this workshop is to provide you with an educational program designed to address your needs and interests as women considering non-traditional occupations. The information you provided at the organizational meeting helped us in developing this workshop. At this time, we would appreciate your assistance in updating this information. By completing this questionnaire, you will be providing us with the necessary information to insure that this program addresses your concerns.